

The BUSINESS EDUCATION World

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1944

WHY TYPING TEACHERS GROW GRAY—By Summers



— AND REMEMBER
REMINGTON RAND
CAN STILL SERVICE
OR RECONDITION
YOUR TYPEWRITERS

8.

— A REPRINT ON REQUEST —

Standard Word vs. Shorthand Stroke In Shorthand Dictation

PAUL L. TURSE

LOUIS A. LESLIE'S excellent article in the January B.E.W. concerning the standard word in shorthand dictation is very enlightening. The reasons for the adoption of the standard word seem to be well founded, but the question might be raised whether an equally good defense could not be made for the *shorthand stroke* or shorthand character as the standard unit of measurement. It would seem that, if at all practical, the factors to be measured are purely the *physical* movements or *pen strokes* which are required to get dictation recorded in shorthand.

When the standard word of 1.4 syllables is used, an assumption is made that the greater the syllabic intensity or syllable content per word, the greater the number of shorthand characters to be written and, therefore, the relatively more difficult (in a given time) the dictation. This, no doubt, is generally true of sufficiently large general vocabulary samplings, as Mr. Leslie points out.

Yet the dissertation referred to in Mr. Leslie's article shows how unreliable the standard word can be when it fails to distinguish between the difficulty of dictated matter of 1.4 syllabic intensity and matter of 1.8. At normal dictation speeds, these limits represent a range of from average to extreme difficulty. The validity of any measure may be questioned when it fails to differentiate between these limits even among words of high frequency, especially when random samplings of dictated matter may contain as much as 40 to 60 per cent of such words.

Aside from factors of familiarity and non-familiarity (common words as distinguished from uncommon words), which may throw the accuracy of the standard word off, there are the matters of shorthand abbreviation and phraseability. Note the following example:

Sample	Actual		Shorthand
	Words	Syllables	Characters
A. I will be able	4	4	4
B. John makes him squirm	4	4	15

It will be seen that the actual word count and syllable count are constant. Yet in terms of *number of shorthand* characters required and facility of execution, sample B is about four times as difficult (to write in the same amount of time) as sample A.

This illustration may seem to be a defense for the *shorthand stroke* as a basis for measurement, but consider another example:

Sample	Shorthand	
	Words	Characters
A. As a matter of fact	5	5
B. Will he go in there . .	5	5

Though the number of words and the number of shorthand characters are constant, all writing movements considered, sample B is about twice as difficult (to write in the same amount of time) as sample A. It is obvious, that, as a unit of measure, the shorthand stroke can also be made unreliable by phraseability and abbreviation inherent in certain parts of random dictation. The suggestion might be ventured, however, that the shorthand stroke is less subject to such influences than the syllable count. Of course, precise definition of

the term "shorthand stroke" offers decided challenges when such matters as variation in stroke length, in line position, in blending, and in phraseability are confronted.

There is no doubt that each of the various methods proposed—namely, actual word count, standard word count, and shorthand stroke count—all have some relationship to difficulty. All three methods "miss" often enough to be questioned. The real problem would be to determine and use the method that misses the least often. As Mr. Leslie suggests, the solution of the problem may offer too many practical difficulties to make it worth while. All difficulties considered, probably one of the best defenses for the syllable count method is that a syllable is authoritatively defined and is *consistent*. Another good defense is that a large number of shorthand strokes express syllable units such as occur in many of the brief forms, prefixes, and suffixes.

Finally, lest teachers of typewriting feel too smug about the accuracy of the standard five-stroke word in typing, it can be pointed out that even that measure is not foolproof. One need only to compare the difficulty of "standard" five-stroke words containing mostly double-letter sequences, one-finger sequences, and adjacent-finger sequences with words containing mostly alternating-hand sequences, home-row sequences, and first- and second-finger sequences to learn how far short this method falls of being a perfect measuring device for typing speed.

Editor's Note

Some of the points raised by Mr. Turse have been discussed more fully by Mr. Leslie in a series of three articles that appeared in the *Gregg News Letter* for November and December, 1943, and January, 1944, under the title, "Shorthand Tests and Measurements."

In those articles, Mr. Leslie points out that at the moment the best measurement of the difficulty of shorthand dictation material seems to be achieved by a combination of (1) Standard-Word count, (2) highly skilled subjective judgment, (3) detailed word-frequency analysis of vocabulary. When all three criteria are considered and when any piece of dictation material is rejected if all three criteria are not in agreement, a very high degree of consistency is possible.

It must also be remembered, as Mr. Turse

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points out, that the longer the selection being measured, the more accurate will be the measurement. When the selection being measured amounts to as much as 1,000 words, the three measurement criteria cited above become extremely accurate.

In the dissertation mentioned by Mr. Leslie and referred to by Mr. Turse, the pieces of dictation contained only 150 words and were manufactured material. A 150-word specimen is so minute a fragment of running English that it becomes very difficult to measure. Nevertheless, even those relatively minute specimens of manufactured English would have been caught by the three-fold measurement described in the *News Letter* series of articles.

The syllable-intensity factor here would fail to identify the undesirable nature of the material because it was manufactured material; the syllable-intensity measurement is valid only for normal running English. The subjective judgment of the skilled observer, however, would undoubtedly spot the spurious "manufactured" English. Even though this should not be the case, the vocabulary analysis described in the article in the January *News Letter* would immediately disclose the unsuitability of the material.

The stroke-count mentioned by Mr. Turse may be, theoretically, an excellent solution of the problem, but up to the present it has presented insuperable practical difficulties, principally because of the difficulty of deciding what is a stroke in shorthand.

Mr. Turse suggests that "the factors to be measured are purely the *physical* movements or *pen strokes* which are required to get dictation recorded in shorthand." This is not al-

together true, because an unusual word presenting some stenographic difficulties will require more time for writing than a stenographically simple word of a longer outline.

Thus, most pupils would require more time to write from dictation the word *circus* than they would to write the word *camera*, although the word *camera* is composed of six shorthand characters whereas the word *circus* is composed of only two shorthand characters.

The problem of shorthand difficulty hinges more on the mental effort required to write shorthand than on the physical effort. The criteria explained in the *News Letter* articles do measure, to a large extent, the mental effort required. The syllable intensity is an indirect indication of the number of unusual words likely to be found in the material. The vocabulary analysis exposes to the trained eye the relative mental burden of the selection being analyzed.



O. B. E. Activities

PUPILS who hold the Senior Certificate of Achievement for one of the monthly tests in transcription or bookkeeping published in the *BUSINESS EDUCATION WORLD* are eligible for membership in the Order of Business Efficiency. O.B.E. news is a regular feature of the *BUSINESS EDUCATION WORLD*.

William Penn Senior High School York, Pennsylvania

Since Chapter 112 of the O.B.E. was organized at the William Penn Senior High School in York, Pennsylvania, in June 1942, the members have been busy with wartime activities, reports Miss Dorothy M. Senft, their publicity chairman.

Club members sold War Bonds and Stamps and did clerical work after school hours for the York County War Finance Committee and the County Rationing Board. Twenty-one of the forty-five members are doing co-operative office work, going to school alternate weeks. Distributive-education students attend classes during the morning sessions and work in stores and offices in the afternoon.

Regular meetings are held twice a month. Businessmen are often invited to speak and discussion periods are arranged. Games and other entertainment are not overlooked.

Sixty O.B.E. members presented a three-act play, "Personality and Your Job," by Alice C. Green, on two different occasions before the school assembly.

A farewell banquet is planned for this year. Last year's activities were brought to a close in the same way.

Faculty sponsors are S. Gordon Rudy, Director

of Business Education, and Miss Ursula Ernst. The business sponsor, Edmund Senft, C.P.A., has been instrumental in placing students in regular positions.

New O.B.E. Chapters

Pupils who hold the Senior Certificate of Achievement for one of the monthly tests in transcription or bookkeeping, published in the *BUSINESS EDUCATION WORLD*, are eligible for membership in the Order of Business Efficiency and may wear the official membership insignia, which sells for 60 cents.

Chapter 127. Sister Vincent has fourteen charter members in her newly chartered group at Sacred Heart High School, Salina, Kansas.

Chapter 128. Peter Cusmano is the teacher-sponsor of the chapter at Froebel High School, Gary, Indiana. There are twenty-eight charter members.

Chapter 129. St. John's Academy, Jamestown, North Dakota, has ten charter members in the O.B.E., with Sister Teresa Regis as teacher-sponsor.

Chapters 130 and 131. Mrs. Doris J. Ogilvie is sponsor of not one but two O.B.E. chapters. Chapter 130, at Gogebic Junior College, Ironwood, Michigan, where Mrs. Ogilvie is accounting instructor, has eleven charter members; Chapter 131, at Luther L. Wright High School, Ironwood, has ten charter members. The sponsor is a bookkeeping instructor in that school.

Chapter 132. Gene G. Long, head of the Commercial Department, is teacher-sponsor at Santa Rosa (California) High School with fourteen charter members.

Chapter 133. Mineral High School at West Mineral, Kansas, has eight charter members, sponsored by Lily Robinson Marvin.

Chapter 134. Miss Emilee Strauss is the teacher-sponsor at Roosevelt High School, Kent, Ohio. There are seventeen charter members.

Chapter 135. Kirksville (Missouri) Senior High School has nineteen charter members. Mrs. H. D. Bashore is the teacher sponsor.

Chapter 136. Sister Mary Theresa of the Crucifix, professor of commercial high school, is teacher sponsor of the new chapter at the Convent St. Louis-de-Gonzague, Montreal, with thirteen charter members. Jules Derome, branch manager of the Sun Life Association Co. of Canada, and Ed Mercury, of the same company, are business sponsors of the chapter.

Chapter 137. Saint Ann High School, Chicago, has fourteen charter members, whose teacher sponsor is Sister M. Speciosa.

Chapter 138. Harold J. Schneider is teacher sponsor of the newly chartered group of nine students at Loras Academy, Dubuque, Iowa.

Chapter 139. Miss Clara Stoxen is sponsor for the chapter at Cheney (Washington) High School, with seven members.

Chapter 140. Miss Della M. Taylor, head of the Commercial Department, and Miss Mary Shigiya are teacher sponsors of a group of twenty chartered at Canal High School, Rivers, Arizona.

Alumni groups of the Order of Business Efficiency are invited to make themselves known to the national sponsor, the *BUSINESS EDUCATION WORLD*.

Changes for Business Texts

An Informal Supplement for Your Business-Information Texts

DOROTHY M. JOHNSON

THE only way I can think of to keep a textbook on secretarial practice or junior business training absolutely up to date would be to issue a monthly newsletter listing changes. Even in peacetime, these changes are fairly frequent—and in wartime, of course, changes of all kinds come so fast that yesterday's newspaper looks quaintly out of date.

This does not mean that a good text dealing with business facts is no longer a good text as soon as some changes take place in our immediate business surroundings. Even the busiest teacher will learn of some of these changes at once and will pass the information on to his students. Here are some changes that may not have come to your attention—most of them resulting from the war—and that you will no doubt wish to mention in your classes.

Communications in Wartime

Most of the changes that concern your business students are in the field of communications. Telephone-company advertising in national magazines and daily newspapers has already brought to your students' attention the fact that an emergency exists in regard to long-distance calls. We are urged to limit local calls, too, to 5 minutes. Less publicized but just as serious is the situation in telegraphic communication. Telegraphic services have been reduced as follows:

No more "canned" greeting messages or singing telegrams. They used to cost a mere quarter and afford much pleasure.

No more timed-wire service for business firms. The economical serial rate continues, however, in two classifications: full rate and deferred.

No more neat messenger boys to pick up and deliver packages for you or buy theater tickets when you don't want to stand in line. The neat boys are in the Army now. The newer messengers are girls and elderly men and women, and there aren't enough of them to supply the luxury services that Western Union used to sell us so cheaply.

No more Western Union stamps. These

stamps, once sold in books at \$2.50 and \$5, were used to pay for telegrams.

No more Postal Telegraph. The two telegraph companies have merged into one. Its name is Western Union. Postal Telegraph blanks are still good for telegrams, however, either real ones or those your students type for school assignments.

No more funny business with "stop" instead of a period in telegrams. For several years now, normal punctuation has been permitted in telegrams without extra charge for punctuation marks and without the necessity for saying quote stop quote when what you want is a little round dot called a period.

On November 29, 1943, Western Union issued a sheet listing new rules about word counting. Examples: A two-word place name like *New Jersey* now counts for two words, not one. Trade names that are not dictionary words are now counted at five letters to the word. If initials are written together, they count as a letter group at the rate of five letters per word; but if they are spaced, each initial counts as one word. These and other changes are unimportant. Some of them increase the count a little; others decrease it. Better see your Western Union office for the new rules.

You can't say "Reply by Western Union" any more without paying for it. This phrase used to be free. There is not much point to the phrase anyway, since the merger.

Western Union has discontinued the free delivery report. If you want to know whether your message was delivered, you wire to the Western Union manager at the point of destination, and he wires back. You pay for both messages, also for the one you were worrying about.

Some years ago, the overnight telegram took the place of the night letter—but only in the official workings of the telegraph company. The public continued stubbornly to call this particular kind of message a night letter—the public *liked* that designation—so the telegraph company finally gave up. "Night letter" is again the official name.

A new kind of telegraphic service has been inaugurated within the past year—the longram. A longram is as fast as a day letter. For long messages, it is a bargain. Day-letter rates apply on longrams up to the first sixty words; from there on up to 100 words, the rate is twice that for a ten-word fast wire. Here is a comparison:

COMPARATIVE RATES, NEW YORK TO DENVER

Classification	Rate Based on	Minimum Charge
Straight telegram	10 words	\$.90
Day letter	50 words	1.35
Longram	100 words	1.80
Night letter	25 words	.50

Fairly recent changes have been made in the boundaries of the four time zones into which the United States is divided, rendering many maps out of date. When a long-distance call has to be made or a rush telegram is to be sent, a knowledge of the time zone in which the city of destination is located may be of considerable importance. The entire lower peninsula of Michigan, the entire state of Ohio, and the entire state of Georgia are now in the Eastern Time Zone.

Some of these changes are the result of war; others are just progress.

Facts Your Students May Not Know

Here are some facts that your students probably don't know:

Radiograms and cablegrams cost the same. Just about everything you might say about cablegrams is also true about radiograms. In fact, the two really should be studied together, as foreign communications. Neither cablegrams nor radiograms may be sent *within* the United States.

Because almost all of us know young men and women who are now working in communications in the Army and Navy, the portions of your textbook that deal with code and cipher are of increased personal interest to your students now.

Some of your students may have had personal experience with radiograms, now that servicemen in far places can send the "canned" kind, with a choice of any three messages from a list of one hundred, for a mere 60 cents. I got

one of that kind from India, and it scared me so badly that I couldn't even be properly grateful to the sailor who sent it. What it said was, "Many thanks for letter. Best regards."

Cablegrams can be typed on ordinary telegram blanks if cablegram blanks are not available. Radiograms can, too, but be sure to type very plainly "Via RCA," or the message may go by cable instead.

Censorship is very strict with radio and cable messages. So far as your students are concerned, this fact is not very important, but the simple exercise of listing all the countries with which communication is no longer possible would give some excellent typing practice and would stress the fact that we have a long way to go before this war is won.

Postal Changes

An important change in postal regulations involves the establishment of postal zones in many cities of the United States. The numbers of these zones should be made an integral part of addresses in those cities. You can accustom your students to including the postal zone number by inventing and dictating such numbers with all letters except those in which the address is counted and timed. You don't have to be sure that the city of address in a practice letter actually has postal zones.

Students in small towns, where street addresses are of little importance, tend to ignore the necessity for street addresses in letters to cities. The same thing will hold true for postal zones unless teachers stress them.

Another important change is that 2-cent local first-class postage has been entirely discontinued everywhere. (Probably a good many people will correspond concisely by penny postal card from now on.) Unused 2-cent postage in the meters of automatic mailing machines in offices will have to be adjusted with local post offices, and ready-stamped 2-cent envelopes will have to have 1-cent stamps pasted on, to the annoyance of many an office boy. The post office won't redeem stamps or stamped envelopes.

Domestic air mail has gone up from 6 cents to 8 cents an ounce. Air mail to or from servicemen abroad remains at 6 cents per *half ounce*. Many correspondents have been finding out about this half-ounce rate by getting their air-mail letters for servicemen back from the

post office for additional postage. When a letter addressed to a serviceman in a theater of war comes back to you, you get a chill that is not soon forgotten, even after you discover that lack of sufficient postage was the reason for its return.

Speaking of mail for the troops, do you teach your students about V-mail? You won't find it in standard textbooks, but almost everybody needs to know about it.

Many people in coastal cities are wasting air-mail stamps on V-mail letters that don't need them. A V-mail letter mailed on the West Coast to a man with a New York APO will, of course, reach New York faster if it carries an air-mail stamp; but a V-mail letter mailed in New York to the same man certainly needs no air-mail postage to take it across town to the post office. Once a V-mail letter reaches the post office indicated in the address, the rest of the trip is fast, no matter how much postage is on it.

I have noticed something interesting about servicemen's use of stamps. I really believe that many of them know just two ways of sending a letter: free or by air mail. The other day I received a letter, in New York, from a sailor on a destroyer that was temporarily docked at a New York pier not two miles away, and how do you suppose he sent it? Air mail! He had a friend mail it off the ship, so he had to pay postage, and that was the only kind of postage he knew about. When our men come home, they are going to have to learn about 3-cent stamps.

Another change is in parcel-post rates. Unless the text and workbook materials you use contain parcel-post tables, this change will not affect you professionally, but it may make a difference financially if you send your laundry home.

The postal rate on books is still low, but it is no longer the simple 3 cents a pound that

was so easy to figure. Now it's a fraction over 3 cents a pound, on a sliding scale.

Registry, money-order, insurance, and C.O.D. fees have gone up. If you require your students to learn these rates, you will need to make changes in your instructional materials. If you assign workbook problems involving these charges mainly for practice in figuring, you may decide simply to mention that changes have taken place.

Pay-Roll Deductions

The effect of new taxes on your classroom work is, of course, not nearly so violent as its effect on your personal budget. Most of us cannot hope to keep up with rules about pay-roll deductions unless we are actually working on pay rolls. Because of the deductions, my semimonthly check has for some months been identifiable as mine only by the fact that my name is on it.

If the forms you use for assignments about computing pay rolls have columns for Social Security and/or special taxes, that's fine. If they don't have such columns, add columns if you wish. Actually, only a small percentage of your students will ever have to figure pay rolls, and they will be taught on the job with whatever special form and system are used on the job.

These are only the high spots of the changes in office and general business procedures. Shortages, conservation, temporarily poor quality in supplies, and miscellaneous petty annoyances and inconveniences are too numerous to mention here in detail.

In wartime, the part of your textbooks that tells how to get a job and keep it sounds out of kilter. If you would like some advice to pass on to your classes about keeping a job *after* the war, let me know. The attitude of beginning workers has changed in the past two years—and not for the better.

THE accompanying illustration shows the Business Education World—but not the staff thereof—spending the months of July and August in happy estivation, innocuous desuetude. The staff members will vacation briefly and, like the magazine, will combat some problems.



The magazine worries about, "How can I publish as much material as ever but with less paper? How can I keep track of wandering subscribers who forget to send new addresses?" . . .

See you in September — with the same old problems.



What Businessmen Say About the Employee Problem

MARY D. TYNDALL

HOW do beginning employees adjust to the change from school to business? In November, 1942, questionnaires were sent to 90 typical business firms in the New York City area. They were asked in what respect the beginning employee excels on the job or where she falls short, how the experienced employee has progressed, and what qualities have been evidenced as contributory to her success. Replies were received from 40 businessmen. If the replies challenge us, as educators, to greater and more intelligent effort, then the purpose of the survey will have been accomplished.

The personnel director of one of the largest banks in New York City said, "The most difficult readjustments are not in the field of skill or school subject material, but in the mental attitude toward business and the question of character."

The survey showed that beginners are not affected by the increased number of hours in changing from school to business. This was the consensus of 75 per cent of employers replying.

The great majority of employers thought that beginners manifested an ability to get along with fellow employees.

Replies from 57 per cent of the employers stated that beginners do only routine jobs.

A primary interest of beginners is progress, especially monetary, the replies stated.

More than 80 per cent of the employers replying believed that the opportunities the jobs offered held greatest interest for the beginner.

Practically all employers agreed that individual ability and personal characteristics are the criteria by which beginners measure up to an experienced worker in a short time.

A question about experienced employees brought from 80 per cent of the employers statements that increased initiative had been shown due to wartime demands of positions. The majority of experienced employees had

willingly accepted added work responsibilities.

Returns showed that experienced employees are expected to assist in training new employees in the office.

There was no great willingness on the part of experienced employees to put in longer hours to meet the present emergency, but an increase in daily output of work per hour has been noted by 57 per cent of the employers.

Employers generally have not requested workers to perform any special wartime duties.

The duties most frequently performed by beginners were, in this order, typewriting, clerical, taking dictation, and filing. The duties reported as most frequently performed by experienced workers were, in order, typewriting, taking dictation, and clerical.

Specific Problems

1. Basic Qualifications

In our effort to train workers to meet wartime needs, are we really maintaining the standards of the past few years in regard to specific training skills? Complaints like this one come to us not only from business but also from Government officials:

"The present starting salary for a beginner is high, and we have felt that these new girls are not so well qualified as those who were started several years ago at much lower salaries."

Are we disregarding the *fundamental skills* that are essential to satisfactory work, whether it be in business or Government? Each teacher must realize that the great need is to equip our young people with basic tools—reading, legible writing, arithmetic, and the mechanical aspects of English, without which the work of the office is retarded.

MARY DUNCAN TYNDALL is an instructor at the Scudder School, New York City. She has received two degrees from New York University and formerly taught in the high school in Linden, New Jersey. Mrs. Tyndall was for ten years an editor of the *Little Evangelist*. She has had varied business experience and was recently elected vice-president of Alpha Chapter of Delta Pi Epsilon.

The employment manager of a large retail organization states, "Beginners, as a group, usually are interested in progress and the opportunities of their jobs, but some fall by the wayside because they are unable to adjust to those around them, or because the work or the hours seem unsatisfactory."

2. Proper Human Relations

The teacher, as a guide, a friend, a leader, must strive to inculcate in youth a desire to gain not only knowledge but understanding; the ability to get along with people and show the initiative necessary to succeed in life. We must instill qualities that will develop breadth of character, observation, and a desire to be more diligent to the task at hand.

An executive of a manufacturing concern makes a number of pertinent comments:

The average office worker leaving school, whether it be high school, college, or business school, is very sincere in her approach to obtain a position. The first reaction is an intense desire to please, but at the same time she tries to accomplish too much, thus causing many errors and need for re-doing work.

Secondly, after she has become acclimated to her surroundings, she lacks the sincere interest of doing a chore well, and more than likely when transcribing shorthand notes, types only words with utter disregard for the meaning of the message.

There is a constant desire to have hat and coat on when quitting time arrives, and she is very cold to the suggestion of working overtime or staying in the office until a particular job is finished.

3. Office Techniques

It is our responsibility to see that our training programs follow sound business principles. Our national, state, and local organizations offer valuable aids. Current business periodicals present useful suggestions. More efficient methods of presentation must be developed in order to do a more effective teaching job—the first time.

In order to train young people to become educated workers, we must not deal with theories but must make every classroom situation as practical as possible. Get the spirit of *work* into these potential employees.

An officer of a trust company states: "A few beginners are capable and eager to advance, but this is not generally true. Their interest is increased salary, but not increased responsibility."

A personnel manager writes: "Too many

beginners question the number of working hours each day, whether or not the office is open on Saturdays, the present salary, and when they can expect an increase."

4. Satisfactory Job Adjustment

Practically all employers agreed that the question of employee adjustment on the job was among the most baffling they had to solve. Of course, each situation presents its own difficulties, but the supervisor of employment of a large corporation sums up briefly:

If a new employee brings to her job an open mind and applies herself diligently to the work assigned, her chances of successful performance are inestimably higher than those of an employee starting to work with a biased attitude and a closed mind.

Many organizations have the problem of placing young women in positions heretofore held by men. It has been found that women have readily adjusted to the new routine.

The secretary of a savings bank states: "Young women have shown gratifying willingness to accept new responsibilities and have performed their duties well."

A corporation executive states: "Beginning employees are doing a remarkably fine job of adjusting themselves in the war industry, and in most cases are doing their part in the war effort."

A Morale-Building Program

In a large industrial organization the problem of morale became so acute—lateness, absence, waste, loose talk—that a mystery drive was planned and carried out on a scale that has attracted much attention. Anticipation was developed through teaser copy and "stunts"; rallies were held to perpetuate enthusiasm; War Bond sales and blood donations were accelerated; production was increased in every department.

In a personal interview with the publicity director, it was learned that this morale-building program has done more to develop the individual employee into giving her best service than any other means they have ever used. Supervision and management must be behind morale. Morale trickles down from the top; it does not come from the bottom. Morale develops the same winning spirit of effort that is needed today in the factory and in the home and in the office to support our men on the fighting front.

From the findings it is evident that more rounded training is advisable before the student is properly prepared to enter business. Opportunities must be taken to study the reactions of the student during the training period. Teachers must learn to recognize character weaknesses and offer helpful guidance in overcoming student difficulties. The following general principals are suggested as guides:

1. *Arouse ambition.* Through assigned readings and group discussion, stress the qualities that seem essential to success. Point out the penalties suffered where these qualities are lacking.

2. *Work toward an ideal.* Through planned trips to business organizations, human-interest stories, and evaluation of worth-while purposes, give youth an ideal toward which to work.

3. *Self-analysis of weaknesses.* Offer only constructive criticism. A personal-analysis record should enable the teacher to gain the co-operation of the pupil through friendly, helpful, personal evaluation.

4. *Follow-through remedial program.* Special corrective drills should be planned and checked regularly if real benefit is to ensue. See the individual often and give big doses of commendation for any improvement noticed. Don't give up until real improvement is gained.

Portrait of Student Adjustment

The adjustment problem of Miss F is an interesting example of what can be done. Miss F had completed her high school course, but had never experienced such close supervision and watchful interest as she was now getting in business school. She became restless under the pressure. She could not let things slide by undone.

Her teachers took a personal interest in her progress. As the weeks unfolded, she came to realize that a new world was opening; one that reflected the qualities that business would demand. She was pleased with her progress, until an eventful day when her "friend" was called into the service of Uncle Sam. Emotional disturbances followed; her work suffered; the glint had gone from her eye.

At an opportune time one of her teachers helped her to see more clearly the worth-while things in life; the imperative need of following through on a task begun; the increased responsibility of women at home to help defend things held most dear; the importance of bringing to the fore those qualities of courage, honesty, and purpose without which we cannot carry on when we daily learn of the

great sacrifice being made to uphold our American way of life. Within a short time Miss F resumed her satisfactory school progress.

Education, through its institutions and influence, can do much to start the type of training necessary to carry over into successful office practice. Business and industry will continue to complete the job, through wise supervision in practical training in the office.

The greatest training need, both in business and in teaching, is to awaken potential qualities that will clarify life values for youth. Character is like a growing plant, it is capable of being developed. Youth is ambitious to "arrive."

The teacher, the training supervisor, and the office manager—in fact, all those responsible for guiding human relations—are in key positions to aid in this respect. Vision can make present "chores" take on new color and meaning. Youth can be taught either openness of mind or biased attitudes, according to the qualities reflected in the daily lives of those under whose training and leadership they come.

Changes in Gregg Personnel

ROBERT E. SLAUGHTER, assistant manager of the New York office of the Gregg Publishing Company, has taken a leave of absence in order to accept an appointment to the staff of the United States Veterans Administration in Washington. Mr. Slaughter will be associated with Dr. McKee Fisk in the Training-into-Employment Division of the Vocational Rehabilitation Service of the Veterans Administration.

Before coming to New York, Mr. Slaughter was head of the Department of Business Education of the New Mexico Highlands University in Las Vegas and of Madison College, Virginia. He is a candidate for the doctor's degree at Teachers College, Columbia University, and has been teaching on the evening staff of Teachers College for the past year.

PAUL B. DENNIS succeeds Mr. Slaughter as assistant manager of the New York office of the Gregg Publishing Company. For the past nine years Mr. Dennis has been field representative for the company in the state of Pennsylvania. Prior to joining the Gregg staff, he was a salesman for Prentice-Hall, Inc.

Mr. Dennis taught business subjects at the Red Bank (New Jersey) high school for four years. He is a graduate of Muhlenberg College, Allentown, Pennsylvania.

Dramatizing Your Typing Instruction

GEORGE MURRAINE COHEN

A SIMULATED radio broadcast brought to a conclusion the first schedule of typing competition between teams of various Divisions, Branches, and Sections of the Philadelphia Signal Depot and the Philadelphia Signal Corps Procurement District.

The Intra-Depot Typing League began in November, 1943, under my sponsorship. It started with typing teams consisting of four typists each. Each team "played" nine competitive "games" during the month with the aggregate number of net words for each team representing the team scores. A game consisted of a 5-minute typing speed test.

The scores were kept on a League scoreboard showing Games Scheduled, Dates, Games Won, Games Lost, and Percentage of Victories. The scores were then posted on a training bulletin board so that the positions or league standing of the teams would be visible at all times.

All games were played after working hours, and rooters for the teams were invited to attend. Enthusiasm was high and was intensified by the fact that several teams played tie games.

At the conclusion of the schedule, a simulated radio broadcast was held for the purpose of awarding certificates of typing proficiency to those members of the Intra-Depot Typing League who had typed at a rate in excess of 60 net words per minute with a high degree of accuracy. Announcements were made over the loud-speaker system at lunch time, and on the day of the "broadcast." A "standing room only" crowd was present.

The Commanding Officer of the Philadelphia Signal Corps Procurement District and the Executive Officer of the Philadelphia Signal Depot were guests of honor and consented to present the typing certificates to the qualifying league members.

A typing-rhythm orchestra consisting of six members "played" on their typewriters after each part of the opening announcement.

I acted as master of ceremonies and, after the program opened, made a brief commentary about the League and then introduced the individual teams and team members, with applause from the audience and "music" from the

typing orchestra. As each team member was introduced, her highest typing score was announced and an "applause" sign held up.

When the team members were all assembled on the platform, the Commanding Officer of the Philadelphia Signal Corps Procurement District awarded typing certificates of the Philadelphia Signal Supply Schools to the Procurement team members and addressed the audience briefly. The Executive Officer of the Philadelphia Signal Depot awarded typing certificates to the Depot personnel.

After all the team members had received their certificates, the "applause" sign was again displayed to the audience. The response was most gratifying, and the team members marched to their seats in the midst of stimulating applause.

Following this phase of the program, an announcement was made that the five individuals who attained the highest typing speeds during the month would compete individually for a 3-minute period. The members of the Clerical Training Staff of the Philadelphia Signal Supply Schools were appointed to act as judges.

The girls came to the platform and seated themselves behind the typewriters. They were given a brief "warm-up" period and introduced to the audience. At the conclusion of the warm-up period, the contestants inserted fresh sheets of paper into their machines, the "silence" sign was held up, and the contestants were started.

At the end of the contest, the papers were collected from the contestants, and given to the judges for grading. The time while the papers were being marked was filled in with a typing skit and an 8-minute typing demonstration.

Then the graded papers were returned and the results were announced. The highest score was 99 net words a minute!

The simulated broadcast lasted for 45 min-

GEORGE M. COHEN is head of clerical training for the Training Division of the U. S. Army Philadelphia Signal Depot. He is a graduate of New York University and has had experience in education, business, law, and shorthand reporting. He is the author of a text on Army correspondence and has contributed several articles to the *Business Education World*.

utes and closed upon a keynote of enthusiasm.

By dramatizing the Intra-Depot Typing League, the following beneficial results were obtained:

1. Interest was stimulated by team competition—the playing and winning of games for individual Sections or Divisions—a sense of accomplishment—teamwork.

2. Concentration and accuracy with speed were stressed—errors were penalized—minds were trained to avoid distractions.

3. Proper stroking was necessary. The individuals

making the highest scores were those who developed a natural continuous rate of speed, eliminating unnecessary motions.

4. Posture was emphasized because of the audience. The contestants were on show. They became conscious of arm, wrist, and hand position.

5. Every typist in the competition gained speed and accuracy. Several attained a speed in the 90's; others wrote in the 80's and 70's. Every team member exceeded the 5-minute, 60-word-a-minute requirement for the proficiency certificate.

Under the new schedule of the Intra-Depot Typing League, team membership has doubled.



The Practical Value of Junior High Typing

EVERY TYPING TEACHER wants his pupils to realize that they are gaining useful knowledge in studying typing. Something tangible is usually needed, however, to make them appreciate its real worth—that in learning to type they are making an investment that will pay dividends in personal satisfaction and in future gratification. With this idea in mind, we at Harding Junior High School have planned a ninth-grade typing course that will be of immediate value to our pupils.

Commercial courses in a senior high school, especially typing and shorthand, are motivated primarily by the vocational value. Because our typing course is taught in a junior high school, the course has little immediate money-making value. Only in isolated instances are junior high pupils able to make immediate use of their junior business training for work purposes.

We know that many a capable ninth-grade typist is going to take the academic course in senior high school and that he expects to use typing in his schoolwork. The method we use at Harding gives the academically minded pupil some utility value in his study of typing. It shows him how his typing skill can be correlated with other parts of the junior-high curriculum.

Typing is given both semesters in our ninth grade. Classes meet five times a week for 50-minute periods. By the end of the course, the pupils know the keyboard. Rates of typing speed vary, of course, but we have set a minimum of 25 words a minute. Some of our pupils type 50 words a minute or more.

During the second semester, we use one period a week to type schoolwork for other subjects. For the benefit of lesson plans, this period is called a "Correlation Period." The only stipulation made for this period is that the pupils type school work *other* than their regular typing assignments. They bring work from all subjects, such as English, Latin, and civics. The pupil, knowing that he will have a certain amount of time the same day each week, organizes his work. He sets aside the work of other classes that he wants to type.

I was skeptical of the plan at first but thought it merited a trial. I thought that perhaps there would be a preponderant amount of English composition typed and that all other typing would be negligible. This is not the case. The students in my classes type for all subjects, including industrial arts and foreign languages.

Although this plan deviates from the regular typing assignment, the teacher cannot plan on working at his desk. His work during this period consists mostly of giving out information that the student wants—directing work that he wants to do.

The conclusion we have drawn here at Harding is that this is a highly beneficial activity—one that we shall continue. The pupils like it; and, of course, my colleagues don't mind receiving neatly typed work from the students. This program serves a worthy cause in many ways; and not the least of these is showing the worth-whileness of a junior high school typing course.—*W. T. Harper, Harding Junior High School, Lakewood, Ohio.*

Applying for a Teaching Position

JOHN T. WALTER

THE best way to apply for a teaching position is to telephone and attempt to arrange a personal interview. This method is most satisfactory when the distance is not very great. Late in the summer or during the school year when the need for a teacher is urgent, no other means is suitable, for the position is likely to go to the first qualified person who presents himself.

The letter of application is appropriate for long-distance contacts. A letter sent by a commercial teacher should be typewritten and flawless in every respect. A telegraphic night letter serves more effectively when there is need for haste.

The purpose of this first communication is to arouse the interest of the prospective employer, which calls for a concise summary of the best features of the candidate's qualifications for the position under consideration. Include your photograph with the letter. The letter should make a suggestion regarding availability for an interview.

Detailed arrangements can await receipt of an encouraging reply. It is not good policy to ask questions about salary or conditions of employment until interest is shown in the application.

The Applicant Investigates

Before travelling a long distance for an interview, however, it is desirable to know the most important facts about the position, such as salary and subjects to be taught. This information is usually contained on the notice of vacancy, although such sources are not always completely reliable. After the first letter of application, it is important to deal with all major considerations in the next communication without fail, in order to avoid misunderstandings.

Only rarely is a teacher employed without a personal interview. Some schools will pay all or part of the travelling expenses to induce a desirable candidate to present himself for an interview. At times, meetings can be arranged at a midway point fairly convenient to both parties. Willingness to do one of these is

evidence that the prospective employer is really interested in the candidate's qualifications.

The climax of all the preparations and efforts comes at the time of the interview. It is preferable, although not necessary, that a personal data sheet, photograph, and copies of references be sent out by the agency beforehand. When this is done, the interview will center attention on the most significant matters for discussion, and a more definite conclusion can be reached without delay. The references and other information may suggest to the employer certain lines of thought which he would like to pursue further, and the interview need not be concerned with an exhaustive survey of all interests and qualifications. Carry with you the teaching certificate, statement of eligibility, or college transcript, whichever may be needed, to remove any doubt regarding qualifications for the position.

We All Have Limitations

The main purpose of the interview is for the candidate to tell about himself and to make a good impression on the employer. If it is to be lasting, this good impression must be a correct impression. Therefore, be yourself at the interview, but be yourself as you are at your best. Everybody has shortcomings. Always admit the truth about these shortcomings in reply to a direct question, but don't make apologies. Avoid deliberate concealment, but never call attention to personal limitations when they would otherwise pass unnoticed. It is the employer's business to notice such things. If he doesn't, they are not of decisive importance.

This is also the proper time to agree tentatively about salary and other important ques-

JOHN T. WALTER, assistant professor of economics and geography at the University of Delaware, Newark, is now in the U. S. Navy. He was formerly senior assistant in the Economics Department, School of Commerce, New York University and was research economist in the Public Utilities Department of the same school. He has taught in high schools and was assistant professor of Business Administration at West Liberty (West Virginia) State Teachers College. Several of his articles have appeared in this magazine.

tions. Don't try to exact promises of promotion or salary increases in the future. That is asking the impossible. The future depends upon your success. But it is not out of the way to ask what policies have been established or what practices are followed regarding salary or other matters. It is quite a shock, for example, to learn for the first time after starting work that salary payments are five months in arrears or that all teachers are discharged after two years of service. On the other hand, it is better to check up on some of these things at the corner drug store than to adopt a suspicious attitude with the employer.

During the interview the employer can be expected to give some indication as to whether he is favorably or unfavorably impressed. This may be merely a suggestion, such as emphasizing either certain good points or shortcomings. The questions asked, the time spent on a topic, and the tone of voice all serve to show the trend of thought. Contracts are seldom given immediately, but one usually leaves an interview knowing whether things have gone well or not.

Sometimes false excuses are used to terminate the interview when the employer does not like the appearance or personality of the applicant. He may say, "We can't pay the salary you expect," even though he knew beforehand how much was expected.

Unfortunately, some interviews degenerate into a matching of prejudices. This is undignified and will make the situation hopeless, if it is not so already. Learn to leave when through. The other person usually suggests by his attitude when it is time for the interview to come to a close.

Follow Up the Interview

After a reasonable time it is perfectly acceptable to follow up the interview with a phone call to inquire about the outcome. If the decision has not yet been made, and in case any important qualification was previously overlooked, it is desirable to provide the information at this time. It is good salesmanship to show the employer, by bringing yourself to his attention in an unobtrusive way, that you are still interested in the position. This is not essential, however, and is not always possible or convenient.

At last, you are appointed! Before accepting, be sure of a release from the previous position.

And don't lose any time getting that release, for your acceptance should be made at once. Delay may cause the offer to be cancelled. Use the telephone and telegraph freely to complete all arrangements as soon as possible.

Suppose the old employer offers you extra inducements to stay with him. One should not be easily influenced to remain in the old position. Remember that it takes the prodding of the new offer for him to realize you are worth these inducements. What promise does this hold for the future? Will every new gain have to be made in the same way? Be especially skeptical of vague promises which will not materialize until some uncertain future time. The new position will probably bring concrete and immediate advantages.

If You Don't Get the Job

Alas! Another person is appointed. The stark specter of failure rises before you. Well, put it aside. It is really only a blow to your ego. Maybe the next time you won't talk so much about the new position until you get it.

Seriously, there is real concern as to whether your present employer may take a possible rejection as a reflection on your qualifications. For this reason, some teachers hesitate to give his name as a reference. These fears are most often exaggerated. Employers generally have the professional attitude of encouraging their teachers to be progressive and seek advancement. But, whatever your employer may think about it, stop to realize that you were seeking a better position, not one only as good as the position you now hold. Evidently you were not qualified for that better position when your present employer hired you, or he would not have been able to obtain your services.

Usually, the present employer need not be informed of the application until it has advanced to the stage where he is consulted for a reference. That it has gone this far is a credit to the teacher for having received serious consideration up to this point.

Since all applicants cannot be hired, rejection of many excellent candidates is necessary. The one selected may have a peculiar combination of traits and abilities that fit into that position purely by coincidence. It is unreasonable to expect to defy the law of averages with a 100 per cent record of success. Failure is no cause to feel defeated.

Then there is the problem of those who have

been discharged from a position without being guilty of dishonorable conduct. Sometimes personality conflicts or political differences cause difficulties for the teacher that may never recur again during his entire career. Yet discharge is a handicap in obtaining the next position, tending to discredit the teacher in the eyes of prospective employers. At best there is a loss of bargaining power and perhaps a temporary interruption in the course of professional advancement.

The situation calls for renewed emphasis

upon the good qualifications of the teacher. Worth-while qualities will overshadow an occasional failure, and there is real prospect of getting a new position, even though it may be slightly inferior to the former one. To support this contention we have the evidence of many thousands of teachers, including some of the greatest of all time, who were once discharged from a position. That they have carried on should inspire all of us to treasure above any one position the professional qualifications of the teacher.

C. C. T. A. Convention in Des Moines



J. L. BRAWFORD



SAM B. TRAISMAN

THE CENTRAL Commercial Teachers Association held its thirty-ninth annual convention on April 6, 7, and 8, at the Fort Des Moines Hotel, Des Moines, Iowa. Ray E. Rice, of the Lincoln (Nebraska) School of Commerce, president of the Association, presided.

The convention opened with a Managers' Day program. Among the speakers were Ray Baxandall, of the Dean W. Geer Company; Claude McBroom, president of the National Office Management Association, and Paul M. Pair, director of Gregg College, Chicago. Ben H. Henthorn, president of the American Association of Commercial Colleges, presided at the luncheon.

Following the program, the National Association of Accredited Commercial Schools and the American Association of Commercial Colleges held business meetings, after which they met together for an address by Dr. J. S. Noff-



MRS. RAY G. WARREN

singer, of Washington. The Association banquet was held that evening. B. F. Williams, of the Capital City Commercial College, Des Moines, was toastmaster.

On Friday the Association met in a joint session with the Iowa Commercial Teachers Association. George Hittler, of the University of Iowa, president of the State Association, had prepared a program devoted to war and post-war problems in high school business education. Among the speakers were Dr. P. O. Selby, Director of Business Teacher Training, Kirksville, Missouri; and Miss Goldina Fisher, of the Gregg Publishing Company, Chicago. W. R. Hamilton, president of the Hamilton School of Commerce, presided at the luncheon.

The afternoon program was devoted to panel discussions and reports of workshop committees.

A community banquet completed Friday's program. C. A. Phillips, Dean of the School of Education, State University of Iowa, presided.

The program on Saturday was devoted to a discussion of the subject, "Would One Strong National Association Better Serve the Interests of the Private Business Schools?"

The following officers were elected for the ensuing year:

President: J. L. Brawford, Manager, H. M. Rowe Company, Chicago.

Vice-President: Sam B. Traisman, Business Institute of Milwaukee, Milwaukee, Wisconsin.

Secretary: Florence Ludwick, Bayless Business College, Dubuque, Iowa.

Treasurer: Mrs. Ray G. Warren, Fort Madison Business College, Fort Madison, Iowa.

Executive Committee Member: E. O. Fenton, President, American Institute of Business, Des Moines, Iowa.

A delightful social program arranged by Mr. Fenton and his local committee was enjoyed by the convention throughout the session.



Washington Interview

No. 2

With CLYDE W. HUMPHREY

By Marion Lamb

This is the second of two articles on the Business Education Service, U. S. Office of Education, Washington, D. C.

CLYDE W. HUMPHREY, co-author with Benjamin Haynes of *Research Applied to Business Education*, has had plenty of opportunity during the past ten months to apply his knowledge of research techniques to problems referred to him as Special Agent for Research in Business Education, U. S. Office of Education. A recent request for a brief history of the Business Education Service for B.E.W. readers was just one more call for facts and figures heretofore unassembled, but fortunately Mr. Humphrey's capacity for research is coupled with a southern courtesy that makes it almost impossible for him to deny help, and consequently the story is ours.

Some Historical Data

The Bureau of Education, forerunner of the Office of Education (still later to be known as the U. S. Office of Education) was established in 1867, but not until fifty years later did it include a commercial educator.

Glenn L. Swiggert, first Commercial Education Specialist in the Bureau of Education, served for a period of eight years, 1917-1925, and was succeeded by John O. Malott, Senior Specialist in Commercial Education from 1926 to 1933.

The one-man services to be rendered by the Federal agency's specialist in commercial education were defined somewhat hopefully by Mr. Malott as follows:

I. *General curricula functions.* Plans and conducts research studies on a national scope in junior and senior high schools, commercial teacher-training institutions, colleges, and universities, relating to underlying principles and present practices for commerce and business education.

Serves as consulting specialist to state and city school systems, higher institutions, business organizations, and others, on commercial education problems pertaining to research, organization, supervision, administration, methods of instruction, and equipment.

Gives direction to commercial education by clarifying the aims, applying modern approved philosophy and psychology of education, and applying the findings of research from commercial education and from education in general to the solution of problems in this field.

Keeps informed on all matters concerned with commercial education in the United States and so far as possible in foreign countries and prepares information on the above subject for general dissemination.

II. *Surveys.* Assists in educational surveys of state and city school systems and institutions of higher education and makes recommendation for educational improvement.

III. *Publications.* Prepares manuscripts for publication on the progress, achievement, and present status of commercial education in the United States.

IV. *Other services.* (1) Represents the Office of Education and makes addresses at important educational and business conventions. (2) Conducts Office of Education conferences and serves as member on committees of national organizations for study of problems in education for business. (3) Assists educational associations in the preparation of programs on commercial education. (4) Disseminates information regarding various phases of education for business through personal interviews, published articles, and correspondence.

As can be seen from this ambitious list of the duties of a commercial-education specialist, the Office of Education emphasized the general educational values of business subjects and covered commercial education at the college and university levels as well as at the lower levels of instruction.

At this time, from 1917-1933, the vocational phases of commercial education were the responsibility of another agency, the Federal Board for Vocational Education. Established by authority of the Smith-Hughes Act, the Board was limited in scope to vocational education at "less-than-college grade."

Cheesman A. Herrick, temporarily appointed in 1917 as the Federal Board's Special Agent for Commercial Education, was replaced in 1918 by F. G. Nichols, first permanent appointee to the Board as Assistant Director for Commercial Education.



CLYDE W. HUMPHREY

Earl W. Barnhart succeeded Mr. Nichols in 1921, and he continued with the Board as Chief of the Commercial Education Service until the 1933 merger of the Board and the Office of Education.

Another member of the Board's Commercial Education Service was Miss Isabel Bacon, who from 1919 to 1929 served as Special Agent for Retail Selling.

When in 1933 the Office of Education and the Federal Board for Vocational Education were combined into one agency, named the "U. S. Office of Education," the Commercial Education Service of the newly created agency assumed responsibility for both the general educational and the vocational aspects of business education. Mr. Barnhart was the first Chief of the Commercial Education Service of the U. S. Office of Education, serving from 1934 to 1938.

Upon Mr. Barnhart's resignation as Chief of the Service in 1938, John A. Kratz, Chief of the Vocational Rehabilitation Service, was designated as Acting Chief of the Commercial Education Service with the understanding that he would continue as Chief of the Vocational Rehabilitation Service.

In September, 1938, the name "Commercial Education Service" was changed to "Business Education Service" to cover the enlarged scope of activities in administering the program of distributive education under the George-Deen Act; the term "Business Education Service" was interpreted as meaning not only secretarial science, accounting, business law, business management, general business, consumer business education, and business economics, but also retailing, merchandising, salesmanship, and other distributive subjects.

B. Frank Kyker, who had been brought to the Business Education Service as Research Agent in February, 1938, was made Acting Chief of the Service in January, 1939, and in March, 1940, he was permanently appointed as Chief.

A chart of names outstanding in the history of the Business Education Service would look something like this:

1917-1933

**Office of Education*

Glenn L. Swiggert1917-1925
John O. Malott1926-1933

Federal Board for Vocational Education

Cheesman Herrick1917-1918
F. G. Nichols1918-1921
**Isabel Bacon1919-1929
Earl W. Barnhart1921-1933

1933-1944

U. S. Office of Education

Earl W. Barnhart1934-1938
John A. Kratz1938-1939
B. Frank Kyker1939-

Names of other business educators recently affiliated with the Business Education Service of the U. S. Office of Education include: Dr. Kenneth B. Haas, John B. Pope, G. Henry Richert, and Dr. Walter F. Shaw, all regional agents for distributive education at the present time; Elvin S. Eyster, who served as Special Agent for Research in Business Education in 1941; Earl P. Strong, who succeeded Mr. Eyster as Special Research Agent and who was granted a leave of absence upon his enlistment in the Navy in July, 1943; Clyde W. Humphrey, who was appointed to Dr. Strong's position for the duration of the war; and a number of other educators temporarily appointed as special representatives.

Some Personal History

This, briefly, is the story of the Business Education Service as it is told by Mr. Humphrey. Let us now turn our attention to the narrator.

Mr. Humphrey has the usual background of the unusually ambitious business educator: a Bachelor of Science degree in Commerce from Eastern Kentucky State College; a Master of Arts degree from George Peabody College for Teachers; advanced graduate work at New York University, the University of North Carolina, and Harvard; practical business experience; and professional experience in high school and college teaching and administration. He has been Visiting Professor of Business

*Called the "Bureau of Education" from 1917 to 1921.

**Special Agent for Retail Selling, assistant first to Mr. Nichols, later to Mr. Barnhart.

Education in the summer sessions of the University of Tennessee, George Peabody College for Teachers, and the University of Arkansas.

Prior to his affiliation with the U. S. Office of Education, Mr. Humphrey was head of the Department of Business, Meredith College, Raleigh, North Carolina, and Research Agent in Business Education for the North Carolina State Department of Public Instruction.

He is co-author of *Research Applied to Business Education*; co-editor of the North Carolina course of study in business education; editor of the business-education course of study for the public schools of Arkansas; and author of many bulletins and articles on business education. He has been an active member of the Southern Business Education Association, serving as secretary of the organization and as editor of its magazine, *Modern Business Education*. He has also served as secretary of the Raleigh (North Carolina) Chapter of NOMA.

At the present time Mr. Humphrey is one of Washington's busiest workers. When he is not at work on his own problems, he is helping his friends solve their difficulties, personal and professional; in fact, he has been called the "Mr. Anthony of Temporary M Building," the building that at present houses the U. S. Office of Education. These counseling activities, added to his duties as Research Agent, consume practically all his time, but one effective counteracting influence against this Washington imbalance between work and more work is, for Mr. Humphrey, his major contribution to society: a red-haired, blue-eyed young lady who, at four years, is a good antidote for hard work and is Enemy No. 1 to the six steps of reflective thinking. Youngest member of a red-haired family, she is lively guarantee that her father will never be wholly absorbed by the abstractions of research or the problems of business education.

Final Results of the Teachers' O. G. A. Contest

PARTIAL results of the teacher winners in the Annual O. G. A. Contest conducted by the Gregg Writer, were given last month. We now conclude this list with the names of the finalists in this event.

Congratulations to all the contestants for their splendid co-operation and for the excellence of the work done.

Every shorthand teacher should strive to merit the Teachers' Proficiency Certificate in shorthand writing and should participate in this annual shorthand writing event. It is an effective means of developing the professional shorthand style that good teaching demands.

First Place

Silver Cup

Miss Madeline D. Bogart, High School, Rumson, New Jersey

Second Place

Official Gregg Fountain Pen
and Gold and Enamel O. G. A. Pin

Miss Lily Marian Stoker, Sheffield, England

Third, Fourth, and Fifth Places

Autographed set of "American Readings in Gregg Shorthand" and a Pearl-Set O. G. A. Pin

Miss Gladys Phillips, Junior-Senior High School, Hershey, Pennsylvania

Miss Hilda F. Blackwell, Weyburn School of Commerce, Weyburn, Saskatchewan, Canada

Miss Julia Hynes Christie, St. Joseph's College, Emmitsburg, Maryland

Certificate of Proficiency with Honor

Miss Charlotte Barsness, Central High School, Crosby, Minnesota

Miss Blanche Bauman, High School, Lowellville, Ohio

Miss Virginia Ray Bishop, Dunsmore Business College, Staunton, Virginia

Miss Florence Audrey Bower, Sheffield, England

Miss Mary Eusatania, Williams Memorial Institute, New London, Connecticut

Miss Jessie Handforth, Sheffield, England

Miss E. Muriel Jones, Royal Commercial School, Georgetown, British Guiana, South America

Dewey Parthun, Joliet Township High School and Junior College, Joliet, Illinois

Miss Lena H. Rohrer, Haverford Township High School, Upper Darby, Pennsylvania

Jack Romagna, Graduate School, Department of Agriculture, Washington, D. C.

Miss Margaret Sheehy, Bushwick High School, Brooklyn, New York

Sister Clare, O.P., Spalding Academy, Spalding, Nebraska

Sister Helen Paul, Holy Angels School, Sidney, Ohio

Sister Marie Perpetue, S. S. A., St. Angela Academy, Montreal, Quebec

Sister Mary Carmella, S.S.N.D., Institute of Notre Dame, Baltimore, Maryland

Sister Mary Gervase, C.P.P.S., Saint Joseph High School, Wapakoneta, Ohio

Sister M. Joan, Slovak Girls Academy, Danville, Pennsylvania

Miss Darline Sprick, High School, Potter, Nebraska

Miss Jalva Vale, Training Branch, O.P.A., Washington, D. C.

Part-time Jobs—An Opportunity

CLAYTON H. HINKEL

THE changes in employment conditions that have taken place in Easton, Pennsylvania, during the past ten years are shown in the accompanying Table I.

TABLE I
EMPLOYMENT CERTIFICATES ISSUED FROM 1934 TO 1944 IN EASTON, PENNSYLVANIA

Year	General*	Vacation**
1934	6	3
1935	19	9
1936	93	22
1937	67	30
1938	45	11
1939	84	17
1940	48	28
1941	196	171
1942	550	392
1943	720	1,043

*Issued to minors 16 and 17 years old for full-time work.

**Issued to minors from 14 to 18 for part-time and vacation work.

In 1934 there were very few opportunities for sixteen- and seventeen-year-old minors to find full or part-time employment; therefore, most students remained in school until graduation. During the past three years, opportunities have steadily increased. This, of course, is due, directly or indirectly, to the shortage of labor caused by the induction of men into our armed forces.

While Table I indicates that 720 general certificates were issued to minors sixteen and seventeen years old in 1943, this does not mean that 720 students were released from the Easton Public Schools. An analysis of this figure appears in Table II.

TABLE II
GENERAL CERTIFICATES ISSUED IN 1943
IN EASTON, PENNSYLVANIA

323	Duplicates to minors who changed their jobs
96	Minors from other schools
80	High School graduates under 18 years of age
221	Minors released from the Easton Public Schools
720	Total

Actually 221 students were released to work in the factories and retail stores of Easton, a city with a population of 35,000.

The Pennsylvania School Laws require students to remain in school until they are seventeen years old. They may stop at the age of sixteen if they have a job, but an employment certificate is required until they reach the age of eighteen. Comparatively few students are leaving school.

Most of the minors who left school have made a wise choice. In many cases the school could do little more for them since they had low I.Q.'s. They are happier and are more useful to society when they are at work outside of school.

Naturally, students are not encouraged to leave school; but if they are sixteen, have a job, and get their parents' consent, we cannot refuse to issue an employment certificate.

We do try to impress upon our students that their first job today is to remain in school and do their best work to prepare for the future. For those who can work without hindering their school progress, we recommend part-time employment and place all those who desire it.

Table I shows that the number of vacation certificates has greatly increased during the past three years, and that this number is now greater than the number of general certificates. The Pennsylvania Labor Laws allow minors between fourteen and eighteen to engage in part-time work, except in certain prohibited occupations.

For example, "No minor under eighteen years of age shall be employed or permitted to work in, about, or in connection with, any establishment where alcoholic liquors are distilled, rectified, compounded, brewed, manufac-

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tured, bottled, sold or dispensed."¹ Minors between fourteen and sixteen may not work before 7 a.m. or after 7 p.m., and not more than fourteen hours per week during school weeks. "No minor under sixteen years of age shall be employed or permitted to work in, about, or in connection with, any manufacturing or mechanical occupation or process."²

The author recently conducted a survey of the students of the business department of Easton High School. The survey revealed that 63 per cent of the seniors and 38 per cent of the juniors are working part-time during the present school year. Of these 246 students, 82 per cent of the seniors and 57 per cent of the juniors were employed during the summer of 1943. This information was assembled by using a questionnaire composed of the following questions.

Were you employed during the past summer? If so, where?

What were your duties?

How many hours did you work per week?

What was your weekly salary?

Are you engaged in part-time work now? If so, where?

What are your duties?

How many hours do you work per week?

What is your weekly salary?

Do you want part-time work now, or do you wish to change your job? If so, what type of work do you prefer?

(All of this information will be held strictly confidential.)

Table III is a tabulation of the results of the survey, showing the types of work, the number of students employed in each type, the average number of hours of work, and the average hourly pay.

The seniors averaged 37 hours a week during the summer and are working an average of 18 hours a week at the present time. The juniors averaged 31 hours a week during the summer months and are averaging 14 hours a week during the school year.

Part-time jobs, without a doubt, are an opportunity for our high school students. There

¹ Child Labor Law, Commonwealth of Pennsylvania, Department of Labor and Industry, Act No 177, May 13, 1915, P. L. 286 Amended March 21, 1929 and July 19, 1935, Section 5.

² *Ibid.*

TABLE III
EMPLOYMENT SURVEY OF BUSINESS JUNIORS AND SENIORS

TYPE OF WORK	SUMMER EMPLOYMENT		PRESENT EMPLOYMENT		AVERAGE HOURLY PAY
	Students Working	Average Hours	Students Working	Average Hours	
Factory	62	41	40	19	.43
Selling	34	23	37	14	.34
Office	26	34	24	15	.41
Housework	8	21	5	12	.23
Waitress	8	37	3	18	.40
Soda Fountain	7	27	8	15	.33
Farm	5	42	2	33	.35
Usher	2	22	1	10	.25
Stockwork	2	34	5	16	.33
Garage	2	44	....	....	.35
Hairdresser	1	15	1	15	.33
Delivery	1	35	2	14	.38
News Carrier	1	7	1	7	.64
Laundry	1	40	....	....	.40
Paperhanger	1	20	....	....	.30
Caddie	1	40	....	....	.38
Baker's Helper	1	12	....	....	.30
Contractor's Helper	1	40	....	....	1.00
Camp Counselor	1	60	....	....
Totals	165		129		.38

is an opportunity for our boys and girls to aid in the war effort and at the same time to earn money to pay for the many things that young people need and desire.

What do high school boys and girls do with the money they earn? In answer to this question, students volunteered these answers:

"I'm saving money to go to college."

"I'm buying War Stamps and Bonds."

"Mother said if I wanted a new coat, I would have to work and pay for it myself."

"I am helping to pay our family expenses."

"I earn enough to pay for my bus fare, lunches, and clothing."

Of course, they also spend money for movies, ball games, and other recreation.

Opportunities to Learn

A part-time job is an opportunity for the student to learn a great deal, even though his work is not directly related to his school curriculum. He becomes acquainted with important items such as Social Security and victory and income taxes. If he is wide awake, he will observe some of the problems involved in employer-employee relationships.

Part-time jobs, without a doubt, are an opportunity for all high school teachers and especially for those of us who teach business subjects. There is an opportunity for us to make our subjects more meaningful. We are now teaching boys and girls who are present wage earners instead of future wage earners.

We should first know where our students are working and what type of work they are doing. Then we should adapt our teaching to their present as well as their future needs.

If we have members of a shorthand dictation class who are working in business offices of different types, we should give the class dictation similar to that which the working members may be called upon to take in the offices.

In the bookkeeping and business-arithmetic classes, we have an opportunity to teach income taxes and Social Security problems as we have never taught them before. Practically all who are working have a Social Security account, and in nearly every class there is at least one student who will have to file an income-tax return. We can help him with his return by making it a class problem.

In the business law and economics classes, teachers should not fail to present such topics as wage and hour laws affecting minors, taxes



What degree of care must be exercised by the borrower in this situation? What is his liability if the borrowed property is damaged?*

and what they pay for, and problems involved in employer-employee relationships.

Here is an opportunity—a duty—for us to emphasize the value of making budgets, keeping accurate personal records, and saving for the future.

In all classes we should emphasize the fact that jobs will not always be so plentiful and that wages will not always be so high as they are now.

In any business class it will be profitable to take time out occasionally to discuss the problems that our students are meeting in their part-time work. They need guidance today more than ever before.

* The bailee in a bailment for his benefit must exercise extraordinary care in the use of borrowed property and is liable for even slight negligence.
—R. Robert Rosenberg

Nimmukwallah

JAMES R. POWER

"I am nimmukwallah, as we say in the East; that is, I have ate of the King's salt, and, therefore, I conceive it to be my duty to serve with unhesitating zeal and cheerfulness, when and wherever the King or his government may think proper to employ me."—Arthur Wellesley, later Duke of Wellington.

A SECRETARY must be first a good stenographer, but to become a secretary the stenographer must develop in many ways, none so much as in background and general information. The shorthand instructor is not able to spend much time on this feature, but it is possible to enliven the subject by dangling useful information before the aspiring student in the form of dictation. The teacher is primarily a pointer-outer—the student does the work.

In the pursuit of this program we have a powerful ally in modern advertising. William Allen White once wrote, "Advertising is the genie which is transforming America into a place of comfort, luxury, and ease for millions."

Comfort, luxury, and ease, of course, will come to the stenographer who is promoted to be a secretary—or so she thinks. In any event, advertising is powerful stuff, utilizable in various ways, and one way is to provide a shopping ground in which the wide-awake secretary may gather data.

Advertisements in many of our better magazines, for example, are packed with more factual current information than the articles in the magazines sometimes contain. Furthermore, many advertisers, particularly of office equipment, are anxious to send to inquirers literature explaining their products and their use. Not only is this material exceedingly informative; it also serves as a wonderful vocabulary expander—and I lend it to pupils for home reading and digestion.

The prize secretarial positions are in the offices of big business, which has money to spend and is appreciative of suggestions for improved handling. The secretary who is alive to the uses to be made of the office equipment and machines now available is the one who gains and holds executive attention.

It is possible to keep up with the developments of office practice in small matters by reading the advertisements in a variety of pub-

lications—to note such innovations as glass-shelved desk trays, open at one side to facilitate handling of papers—but higher-caliber information, such as details of contrivances used by big business or developments in manufacturing processes, may be readily gleaned from the explanatory literature that the larger concerns gladly distribute. Without mentioning any names, let us look at a few, at random.

There is a forty-page booklet on synthetic rubber, for example, which not only explains the discovery of this now widely applied substance and the manufacturing processes employed but also serves as a first-class introduction to the very technical and entirely new vocabulary of the industry.

There is a twenty-page booklet explaining the operation of a duplicating device that not only produces illustrated and printed material, but also folds it—large sheets at the rate of 5,900 per hour, and smaller ones at the rate of 44,300 per hour. It seems to be worth while just to know that such machines exist. Of course, only big business can use or afford such equipment, but the alert secretary should at least know something about its application to the problems of heavy mailing.

Booklets on modern visible record systems show how the material is first typed up and then inserted in racks of various kinds, and assembled as boards on the wall, or in the form of books for desk use, or in cabinets of different shapes, designs, and capacities — ten thousand references in one nest.

Another booklet explains card records filed in the form of a wheel. These run from desk models carrying 1,500 cards to the master sizes which will place 48,000 cards within easy reach of the operator. Just what a saving of time such gadgets mean to large establishments can well be imagined.

A most interesting small pamphlet may be obtained from a leather concern, relative to

the care of leather articles. In common with other advertising material, this pamphlet affords a fine exercise in vocabulary. It contains such words as *patina*, *raw hide*, *paraphernalia*, *no roccos*, *crocodile*, *ostrich*, *pinseal*, *lizard*—few of which would be met in everyday office dictation but which the efficient secretary would do well to be able to write without boggling.

A little pamphlet on sound conditioning contains more information than many larger ones. What are some of the effects of noise? There is evidence that noise has been responsible for impaired hearing, fatigue, neuroses, increased blood pressure, and decreased working and mental efficiency. For example, typists expend 19 per cent more calories of bodily energy when working in an unquieted office. In one office, sound conditioning reduced typists' errors 29 per cent, machine operators' errors 52 per cent (Question: Why the difference?), decreased employee turnover 47 per cent, decreased absences 37½ per cent, and increased over-all efficiency 8.8 per cent.

A folder from one of our large banks briefly explains the operation of its various departments and carries twenty-three photographs touching upon their functions. There is a picture of a machine that counts and wraps 30,000 dimes per hour, and of another that counts and sorts coins of all denominations. True, this is not vital information, but it helps to build up a background understanding of banking processes.

Among desirable secretarial abilities mentioned in a recent article¹ are vocabulary, mental alertness, reading—the two first stemming from the last. Development of these abilities may be hastened and strengthened by attention to modern advertising and the literature which the advertisers offer.

The suggestion was at one time put forward that a secretary should do whatever she was told, even to killing flies! However, we have of late years broadened our conceptions and developed the notion that the more valuable secretary will do things without being told—and the better informed she is, the more she will do on her own initiative, motivated by loyalty rather than direction.

We have here an involvement of the prin-

¹Elizabeth K. Wilson, *The Secretary and the Employer*, *The Business Education World*, February, 1944, p. 307.

ciple of *nimmukwallah*. When the Duke of Wellington was a young officer in India, he wrote:

"I am *nimmukwallah*, as we say in the East; that is, I have ate of the King's salt, and, therefore, I conceive it to be my duty to serve with unhesitating zeal and cheerfulness, when and wherever the King or his government may think proper to employ me."²

The secretary is *nimmukwallah*, having eaten of the employer's salt, but the secretary who does things without waiting to be told, because she is well grounded and alert, will be more satisfactory than the one who has to be continually galvanized into action.

MARVIN Y. HARDING, head of the Commercial Department in the Little Rock (Arkansas) High School since 1926, died on March 12. A graduate of Gregg College and of the University of Missouri, Mr. Harding taught in Nebraska, Missouri, and Florida. He was for several years head of the Commercial Department at Grand Island, Nebraska. The Little Rock High School faculty and student body paid tribute to his memory in a special all-school assembly March 14.

Mr. Harding is survived by his mother, Mrs. F. M. Harding; a brother, Porter Harding; and a nephew and niece, to whom we extend deep sympathy.

GEORGE E. POPLE, a pioneer teacher of Gregg Shorthand, and owner of the Secretarial Training School, San Jose, California, died suddenly on April 25.

In the early years of the century, Mr. Pople taught shorthand at Gregg College, Chicago. He then became associated with Heald College, San Jose, where he taught for many years until he founded his own school a few years ago. His wife will continue to operate the school.

Mr. Pople earned an enviable reputation as a writer and a teacher of shorthand. He held the O.G.A. gold medal for proficiency in shorthand writing, and his school won many outstanding awards, placing first in the Private School Division of the O.G.A. contest this year and second in 1943.

We extend our sincere sympathy to his wife. Mr. Pople's passing will be mourned by hundreds of students who have studied in his classes.

²Richard Aldington, *The Duke*, The Viking Press, New York, 1943, p. 9.

A Look into the Future At Business Education

PAUL F. MUSE

Bowling Green (Ohio) State University

AS one looks into the future at business education, one sees a picture in which Federal leadership and state supervision play a progressively growing rôle in determining what business education needs to do and how to do it.

Through studies, investigations, reports, and field service, the United States Office of Education will exert a powerful influence upon business education. State supervision of a directive and helpful nature will interpret business demands, materials, and procedures into a workable plan of effort for the individual school.

Teacher-education institutions will render greater professional leadership by spending less time teaching how to do better the job we are doing and devoting more time to teaching what needs to be done. Students will be encouraged to develop an over-all understanding of the place of business education in the whole field of education. Teacher-education institutions, through their offerings, will insure for their graduates a body of correlated background knowledge concerning the part business plays in the life of all citizens. Prospective teachers will be made aware of what is wrong in business-education offerings and will be taught how to correct undesirable conditions.

In this picture one sees business education with a two-fold function:

1. To contribute to the education of all pupils:
 - a. Through educational guidance.
 - b. Through developing an appreciation of business as a social institution.
 - c. Through developing economic intelligence in business aspects of individual and social life.
 - d. Through developing an awareness of and a method for the solution of the individual's consumer business problems.
2. To enable those who have demonstrated

trainability and employability to become sufficiently skilled so as to be able to attain initial and continuous success in the business occupation of their choice.

To accomplish these functions, business-education offerings will become centered around two distinct and separate bodies of subject matter. The curriculum offerings will be organized on the basis of objectives and subject matter rather than objectives and subjects.

Separation of Subject Matter

Instead of certain subjects contributing to the nonvocational development of the pupil and certain other subjects contributing to the vocational training of the pupil, there will be (1) a body of subject matter that is of value to all pupils because it contributes to the realization of the general objectives of education, and (2) a body of subject matter that contributes to the vocational training of the pupil.

The two don't mix well and will be kept separate. The offerings of personal and social value will be made purely personal and social in nature and content, of value to all and open to all who desire to study them.

As an example, take personal and social record keeping and bookkeeping. This course will present the kind of record keeping that is usable for personal and family budgets, churches, fraternal organizations, clubs, and professional organizations. Inventory records will be kept for insurance purposes. Records will be kept of installment buying, social security, and withholding taxes. Such personal and social records will be of value to all and of such a nature that all will want to take them.

Vocationally interested pupils will get desirable background experience for vocational training. Teachers will have some basis for educational guidance, and nonbusiness students will get something of value without having to

take a lot of vocational bookkeeping in which they are not interested.

Business education for all will be presented by organizing subject matter into units such as insurance, taxation, personal and social records, banking services, social security, business and government relationships, legal aspects of citizenship, savings and investments, etc. Syllabi, prepared by large city systems or on a state-wide basis, will draw upon various sources for the material as needed.

In time, a better procedure will be found in rewritten subject matter in usable units. The publishing company that has the courage to produce a four-year offering of this type in loose-leaf unit form will make a valuable contribution to business education.

The unrelated and overlapping method of presenting subject matter through subjects will give way to a well-articulated series of units that present subject matter in its proper relationships and in the light of objectives to be attained.

Vocational business education will offer work that is purely vocational in nature and content and worthy of its name. Unhampered by the presence of incapable and uninterested pupils, it will prepare well-qualified workers for business occupations.

This will mean greater selectivity of pupils and a more thorough mastery in achievement. Mere acquaintance with office machines will not be enough. Mere mastery of unrelated basic skills will not suffice. The work will be placed on a job-production basis.

Much so-called vocational business education, when viewed in the light of office demands, will be branded in its true light as a waste of public money, pupil time, and teacher energy. Vocational offerings will top off basic skills with composite occupational skills. This will require more office and clerical practice offerings in the curriculum and greater use of co-operative business education in which the schools make use of the business offices of the community as laboratories in which to develop occupational competence. The basic skills will be correlated into occupational-efficiency skills through office and clerical practice in the schools and through co-operative schoolwork experience in the laboratory of business itself.

Peace will bring the greatest expansion in peacetime industry that we have ever experienced. With this expansion will come elevated

standards and unprecedented demands for qualified business workers. The job of re-educating present office workers will be huge.

Rehabilitation for the armed-service personnel will make great demands upon business education. The keynote in curriculum provisions for re-education and rehabilitation will be short, intensive, and highly individualized courses in the light of individual needs and abilities.

As one looks into the future at business education, one sees a picture full of responsibilities and hard work, but challenging and full of opportunities.

DR. NORRIS A. BRISCO, Dean of the New York University School of Retailing since 1928, died on May 9. A graduate of Queens University, Kingston, Ontario, Dr. Brisco received the M.A. and the Ph.D. degrees from Columbia University, where he was also awarded the Gowan Research Fellowship in political science and the Schiff Fellowship in economics.

After serving on the faculty of the College of the City of New York for ten years, he became head of the Department of Political Economy and Sociology at the State University of Ohio, where, under his direction, the department was expanded and became the School of Commerce.

In 1920 Dr. Brisco was appointed director of the newly established Training School for Teachers of Retail Selling at New York University. Here he introduced a training system whereby graduate students divided their time between attending classes and working in large department stores, thereby putting their classroom theories into practice. Dr. Brisco was appointed dean of the training school, now known as the School of Retailing, in 1928.

Dr. Brisco was the author of a number of books on retail merchandising, credit, management, and related subjects, and editor of the Canadian section of the *Book of Knowledge*. For the past year he had worked in the Army Exchange Service, instituting a program for orienting civilians in the operation of Army post exchanges.

Dr. Brisco is survived by his wife, Mrs. May Bartlett Brisco, of Kingston; and three children.

LT. JOHN GIVEN, U.S.N.R., is in charge of a training program in the Lockheed plant at Burbank, California. Lt. Given is on leave of absence from his position as supervisor of commercial education of the Los Angeles Public Schools.

A NOMA Research: Conserving Time and Materials

Abstracted by BENJAMIN R. HAYNES

National Director, National Office Management Association

A study somewhat similar to this, entitled "Conservation Program for Employees of the United States Office of Education," was undertaken last year by Dr. Earl P. Strong, and a portion of it was published in the *Business Education World* for October, 1943.

THE business teachers of the United States have been a noncombatant army in the service they have rendered their country during this war period. A continuous flow of trained office workers has reached Government offices and defense industries. Many business teachers have actually assisted business by securing employment, full-time or part-time, in offices engaged in war and defense work. Other teachers have taught day and night and have had little opportunity to seek some of the newer devices used in the producing, distributing, consuming, and conserving of office supplies.

In an effort to aid all who might be interested, the National Research Committee of the National Office Management Association made a comprehensive survey¹ in order to prevent waste and increase conservation in the office as a contribution to the war effort. Some of these findings will no doubt be practical to business and worth a place in the business teacher's manual even after the war.

This is literally a national survey. Information was contributed by 255 companies from among the National Office Management Association membership, representing all types of business establishments. Geographically, the spread is equally broad, most of the forty-two communities in which local N.O.M.A. chapters are located being represented.

Part I of the survey is concerned with methods of organizing and conducting a special

conservation or waste-elimination program in the office. This section of the report is not quoted as the suggestions are more applicable to business than to business education.

Part II presents specific waste-elimination practices that have proved effective, grouped under the general headings of: (a) economy in the use of paper; (b) economy in the use of other office materials and supplies; (c) economy in the use of office machines, furniture, and equipment; (d) economy in the use of service facilities; and (e) labor economies.

The following suggestions, comprising only a small part of those recommended for offices, have been chosen for listing here because of their special interest to the business teacher. Many of these recommendations might be adopted by school administrators to advantage.

Economy in the Use of Paper

Use both sides of paper for correspondence extending beyond one page. This applies to both originals and copies.

Use lighter weight paper for stationery.

Provide half-size stationery for short letters, memoranda, etc. By placing the letterhead across the short dimension rather than the long dimension, about 50 per cent more writing surface is obtained.

Use both sides of paper for bulletins and notices prepared by a duplicating process.

Appraise the need for all duplicated material, and discontinue any not fully justified under present conditions.

Control closely the number of copies of duplicated material prepared. Eliminate over-runs. Run off in smaller quantities and more frequently to minimize waste.

Centralize responsibility for approval of all duplicating work, with authority to prescribe quantity, size, and quality of paper to be used.

Use 13-inch stencils to reduce multipage work.

Save stencils and hectograph masters for reruns.

Use one stencil for two short stencil-duplicating jobs.

Use obsolete or spoiled paper and forms with a blank side for scratch paper, second sheets, rough drafts, etc. Employees can be trained to save much of the material that normally finds its way into the waste basket and to use it for scratch paper.

¹Research Project No. 18, "Conserving Time and Materials in the Office as a Wartime Project." A Survey by the Research Committee of the National Office Management Association. Report prepared by E. H. Conarroe, Metropolitan Life Insurance Company, Chairman, and M. C. Wohl, Tremco Manufacturing Company, Vice-Chairman, N.O.M.A. Research Committee. Contained in *NOMA Forum*, 17:3-17 (June 1942).

Forms and Filing Equipment

Carry out a form reduction and elimination program. Call for justification of every copy of every form used.

Standardize and simplify the physical specifications to reduce waste in cutting and decrease the varieties of forms used.

Revise existing forms only when necessary.

Reduce the quantity ordered and increase the frequency of ordering to minimize the danger of obsolescence and deterioration.

Reuse file folders, index folders, and file guides. Use the backs of 3 by 5 cards.

Typewriter Ribbons

Eliminate combination red and black ribbons. Experience shows that the red section is often still good when the ribbon is discarded. Infrequent need for red characters is met in some cases by inserting a piece of red carbon or red ribbon behind the black ribbon. One company using combination ribbons uses the red section for all internal correspondence as a means of equalizing the use.

Turn one-color ribbons at intervals to insure full use.

Alternate with two ribbons week by week to extend their life.

Wind ribbon completely on one spool before leaving at night.

Use re-inked typewriter ribbons.

Require the empty spool and box to be turned in before a new ribbon is issued. Spools and boxes are returned to supplier.

Keep a card record of ribbons and other supplies issued for each machine.

Revive old ribbons by winding against a cloth dampened in typewriter oil. An extension of life of eight weeks was obtained by this means in one case.

Carbon Paper

Prolong the life of carbon paper through care in handling and use. Issue in smaller quantities. Prevent wrinkling and tearing in storage cabinets and desk drawers.

Turn carbon paper frequently. By judicious placement and trimming, all space on the carbon can be used.

Where multiple copies are required, put used carbon on first copy and new sheets on the back.

Provide for central examination of carbon paper before disposal, to insure full utilization.

Clips, Pins, Rubber Bands

Remove and reuse all clips, pins, rubber bands, and other fasteners from material before filing and from all material that has been discarded from the files.

Replace clips and pins with staples. Staples use less metal.

Do not use several rubber bands or several staples when one will do.

Issue supplies more frequently and in smaller quantities to minimize loss and deterioration.

Ration miscellaneous supplies to control excessive use.

Salvage obsolete rubber stamps.

General Suggestions

Keep pencil sharpeners repaired. Dull and inefficient sharpeners grind away pencils.

Laundry dust cloths instead of buying new ones.

Substitute cotton sheeting mill ends for cheese cloth and wiping cloths.

Provide for a thorough inventory of all office supplies on hand and arrange for the return of surplus stocks.

Institute a periodical follow-up for the return of unused and surplus supplies to storeroom.

Provide for systematic collection, baling, and sale of waste paper. Both utilization and price paid are improved when some method of sorting is employed.

Paper economy has resulted from the reduction of margins, use of single-space typing, circulating copies of correspondence (rather than providing individual copies), encouraging brevity in correspondence and reports, and correcting errors on the original rather than rewriting.

All periodic and special reports should be surveyed and the need for each one definitely established. Unnecessary reports not only waste paper but also time in their preparation and use. Reports justified under normal conditions may have outlived their usefulness, might be consolidated or modified as to frequency of issue or number of copies or might be dispensed with entirely as an emergency measure. Routing the original may serve in place of individual copies. The exception method of reporting has economy possibilities.

Centralize the distribution of all supplies.

Simplify and standardize all office supplies to reduce the number of varieties and permit purchasing in larger quantities.

Conclusions

The research project has not been presented here in its entirety, but all the conclusions reached are covered in the following paragraphs. For *employees*, read *students*.

A program of conservation and waste elimination in the office provides an excellent opportunity for office organizations (both executive and rank-and-file) to take an active part in the big task of winning the war. Every pound of metal and other materials saved in the office can be used to good advantage in direct war effort. It is doubtful if there is any other single activity that would be more helpful or is more necessary at this time.

A successful program calls for a carefully planned campaign on a continuing basis—not just sporadic efforts.

Some form of co-operative approach that will tie in the rank-and-file employees and

make them feel that the problem is a joint problem for both employees and management should be arranged. Encourage suggestions from employees.

Make employees "waste conscious" and get them actually to carry out waste-elimination practices. This is largely a matter of education, supervision, and repetition. The establishment of and adherence to standards facilitate enforcement.

Responsibility for administering and carrying out the program needs to be clearly defined and specifically assigned. If a committee setup is employed, give that committee power to act. The designation of some one individual to push the program seems to have proved most satisfactory.

Employee enthusiasm and participation can be developed through the usual promotional and publicity devices such as bulletins, posters, house-organ articles, etc., but new and unique methods in stirring up interest are proving especially effective.

There is need for more effective means of follow-up and enforcement of waste-elimination practices. This seems to be a common weakness of the programs so far developed. Conservation practices, no matter how excellent in themselves, accomplish nothing unless they are carried out.

The teacher of business subjects should by this time have obtained sufficient information of a practical nature to more than justify the time spent in reading this report.

Prize Winners in the March Bookkeeping Contest

Junior Division

FIRST PRIZE—\$3

Rita Grandchamps, Saint Louis Academy, Lowell, Massachusetts. *Sister Agnes-du-Sauveur, a.s.v.*

SECOND PRIZE—\$2

Vetty Yvonne Bernhardt, Neville High School, Monroe, Louisiana. *Harriett Boyle.*

Senior Division

FIRST PRIZE—\$3

Georgia Tanner, Bendle High School, Flint, Michigan. *Mrs. Lucille Hughes.*

SECOND PRIZE—\$2

Rollande Dumas, Presentation of Mary Convent, St. Cesaire, Quebec, Canada. *Sister Marie-des-Neiges.*

Superior Division

FIRST PRIZE—\$3

Virginia Filoso, Wilbur Wright High School, Dayton, Ohio. *Margaret E. O'Neil.*

SECOND PRIZE—\$2

Dorothy Carpenter, High School, Sedan, Kansas. *Kathryn M. Calboun.*

OTHER OUTSTANDING PAPERS

Fifty Cents in War Savings Stamps

Alabama: Katie M. Lofton, Oakwood College, Huntsville (C. E. Galley); *California:* Mary Bussman, High School, Red Bluff (Loren P. Andrews); Mildred Scheidt, High School, Sanger (Dorothy Anderson); *Georgia:* Hazel J. Exum, High School, Nashville (Mrs. R. D. Whaley); *Illinois:* Bonnie R. Endsley, High School, Charleston (Doris Nickel); *Indiana:* Bertie Lou Day, High School, Montpelier (Kate Morton); *Iowa:* Lois Little, St. Patrick's High School, Cedar Rapids (Sister M. Helen Regine); *Massachusetts:* Mary Ahern, Mount Saint Joseph Academy, Brighton (Sister Francille); *Minnesota:*

Florence V. Peterson, High School, Bemidji (Helen Marion); *Missouri:* Bertha G. Boyle, Mound City College, St. Louis (Mrs. Anah Smallwood); *Nebraska:* Inez Jones, High School, Superior (Harriet C. Swanson); *New Hampshire:* Claire Chamberland, Saint Marie High School, Manchester (Sister M. St. Celesta); *New Jersey:* Lorraine Roe, High School, Toms River (Lillian C. Chafey); *New York:* Marguerite Satte, Senior High School, Gloversville (Ralph O. Wiggins); Marjorie Murray, Grace Institute, New York City (Sister Marie Gertrude); *Ohio:* Jean Kyne, Regina High School, Norwood (Sister M. Maxilinda); *Pennsylvania:* Elizabeth O'Brien, Immaculate Conception Commercial School, Philadelphia (Sister Marguerite Marie); Amelia Galdi, Saint Dominic Commercial School, Philadelphia (Charles R. Kalmanek); Marpha (Sister M. Eusebia); Frances Magon, High School, New Castle (Mrs. Bessie Brinkerhoff); Betty Stanger, High School, Shinglehouse (Mary Edna Seanor); *Rhode Island:* Therese Belisle, St. Clare High School, Woonsocket (Sister Scholastica); *Texas:* Darlene Hobbs, Independent Schools, Joshua (W. W. Galbreath); Ma. Enriqueta Arechiga, Ursuline Academy, Laredo (Sister M. Constance, O.S.U.); *Washington:* Elizabeth Wetter, High School, Cheney (Clara Stoxen); *Washington, D. C.:* Helen I. Fowler, Saint Patrick's Academy (Sister M. Alphonzetta, C.S.C.); *Wisconsin:* Evelyn H. Duncan, Vocational School, Superior (K. M. Bartley); *West Virginia:* Lucy Lee Lowe, High School, Pine Grove (Ada Wiley); *Wyoming:* Verla Lou Smith, High School, Greybull (Irven S. Wengert); *Canada:* Beatrice J. Huether, Canadian Junior College, College Heights, Alberta (B. H. Stickle); Gilberte Bouthillette, Pensionnat N.-D. de l'Assomption, Nicolet, Quebec (Sister S. Francois-d'Assise, a.s.v.).

The names of prize winners in the April and May bookkeeping contests will be published in the September issue of the B.E.W.

WINNERS OF INTERNATIONAL

Second Prize

\$10 to the teacher.

PUBLIC HIGH SCHOOLS DIVISION

High School, Stanley, Wisconsin. *Arthur H. Zier.*
W. R. Farrington High School, Honolulu, Hawaii.
A. Keakealani Lee. (A tie.)

CATHOLIC HIGH SCHOOLS DIVISION

Immaculate Conception Academy, Washington, D. C.
Sister Isabelle.

COLLEGES AND PRIVATE SCHOOLS DIVISION

Caldwell College, Caldwell, New Jersey. *Sister M. Alma, O.P.*

Third Prize

\$5 to the teacher.

PUBLIC HIGH SCHOOLS DIVISION

High School, Deadwood, South Dakota. *Helen Isaacson.*

CATHOLIC HIGH SCHOOLS DIVISION

Girls Catholic High School, Hays, Kansas. *Sister M. Dolores, C.S.A.*

COLLEGES AND PRIVATE SCHOOLS DIVISION

Gogebic Junior College, Ironwood, Michigan. *Mrs. Doris J. Ogilvie.*

Special Cash Prizes

A check for \$5 to the teacher of the club that submitted the largest number of qualifying papers in each division.

PUBLIC HIGH SCHOOLS (*a tie*): E. P. Baruth, Kramer High School, Columbus, Nebraska; Mildred L. Jabsen, Community High School, Pekin, Illinois.

CATHOLIC HIGH SCHOOLS: Sister Fidelis, St. Mary Cathedral High School, Lansing, Michigan.

COLLEGES AND PRIVATE SCHOOLS: Nina U. Bradshaw, Draughon Business College, Winston-Salem, North Carolina.

Individual Prize Winners

\$1 in War Savings Stamps to each of the following students, who submitted outstanding papers:

ARIZONA: Fumie Harada, Canal High School, Rivers (Delia Taylor).

ARKANSAS: Ann Volmer, St. Scholastica Academy, Ft. Smith (Sister M. Andrew, O.S.B.).

CALIFORNIA: Irene Kenney, High School, Redlands (Ruth L. Ling); Margaret Walsh, St. Paul's High School, San Francisco (Sister Mary James Richard, B.V.M.); Dora Gutierrez, High School, Santa Paula (J. F. Tomblin); Marjorie Krehe, High School, Yuba City (Lila B. Adams). (*Continued in col. 4*)

A Letter from Milton Briggs

MORE than five thousand certificates of achievement have been sent to students who submitted satisfactory solutions for B.E.W.'s seventh annual bookkeeping contest problem. Prize-winners are listed on this page, and all prizes have been distributed.

Quincy Adams Quigley, proprietor of the Quigley Clam and Quahog Company, joins me in this paragraph of praise for teachers and students who succeeded in solving his bookkeeping problems. Many students' papers reflected conscientious instruction, careful attention to details, and the ability to apply theory to a practical business problem. The problem was not easy, and all who earned a certificate of achievement have reason to be proud of their effort.

Any student who holds a Senior Certificate of Achievement or a special contest certificate is eligible to wear the O.B.E. pin. Teachers who do not have information regarding the pin, emblem of the Order of Business Efficiency, should inquire of the B.E.W. Awards Department, 270 Madison Avenue, New York 16, N. Y.

Contest Key and Criticism

The correct financial statements for the Quigley Clam and Quahog Company are shown on pages 572 and 573. Judges accepted for a passing grade, but not for prizes, other figures that indicated a reasonably accurate solution of the problem. Differences in form and arrangement of figures were accepted.

Many papers did not show an accurate heading for the Profit and Loss Statement. Several hundred wrote "For the Month Ending March 31, 1944" or just the final date. This was not



A silver trophy cup for the winning school in each division.

PUBLIC HIGH SCHOOLS

High School, Santa Rosa

CATHOLIC HIGH SCHOOLS

Keith Hall, Lowell, Mass.

COLLEGES AND PRIVATE SCHOOLS

D'Youville College, Buffalo, N. Y.

OL BOOKKEEPING CONTEST



permanently to the
each \$10 to the teacher.

HIGHS DIVISION

Ros. Gene G. Long.

HIGHS DIVISION

Ma. Sister Josephus.

HIGHS DIVISION

Buff. Sister Irene Marie.

correct because, as the problem stated, "the fiscal period which these financial statements cover is three months."

Evidently the most difficulty that contestants experienced with this contest problem was in handling adjustments at the end of the fiscal period. Many showed that they were not familiar with the tax problems that now confront all businessmen. Best accounting procedure demands that provision be made for taxes, and the contest problem this year introduced adjustments for taxes because of the increasing importance of these items in bookkeeping. The key to the contest problem, published

here, will show you how the adjustments affected both statements.

The Board of Examiners and judges paid particular attention to neatness and appearance of papers. For full credit, figures had to be clear and uniform in size, not marked over; rulings were required to follow the best textbook standards and business practice. Papers with misspellings or abbreviations of account titles did not receive "superior" rating. Abbreviation of account titles in the Profit and Loss Statement and Balance Sheet is not considered good form, because many times these statements are prepared for people who do not understand what the abbreviation means. While failure to observe these points was not sufficient cause for rejection, it did prevent many papers from being classified as superior.

A special two-color certificate of achievement has been sent to every student who submitted a satisfactory solution for the problem.

It is possible for each student to earn four different certificates during one school year through participation in the monthly bookkeeping contests presented in this magazine.

Individual Prize Winners (continued)

COLORADO: Dorothy Geary, High School, Leadville (Catherine Kelly).

CONNECTICUT: Rosemary LeBlanc, Catholic Academy, Putnam (Sister Rose-Raphael, D.H.G.); Norma Brown, Catholic High School, Waterbury (Sister St. Thomas of Cori, C.N.D.).

FLORIDA: Dorothy Smith, High School, Gainesville (Mrs. N. Stevens).

ILLINOIS: Lina J. Cole, High School, Carrier Mills (Mrs. Hunter); Ann Marie Janda, St. Procopius Commercial High School, Chicago (Sister M. Celestia, O.S.F.); Ray Grish, Jones Commercial High School, Chicago (Robert J. Deal); Lucille Niesman, St. Anthony High School, Effingham (Sister M. Collette, S.S.N.D.); Marilyn Solem, High School, Evanston (John A. Brauer); Darlene Diefenbach, High School, Herscher (Edna L. Etheridge); Charlotte Quigley, High School, Lewistown (Gladys E. Henderson); Dean Nutt, High School, Loraine (Leo Osterman); Dixie F. Watson, High School, Nashville (Eunice Johnson); Darlene Carlson, High School, Reynolds (Miss Winter); Mary Ann Whitten, High School, Robinson (Mary F. Ferguson); Helen Rimkus, Muldoon High School, Rockford (Sister Clare Charles); Emil Dahlgren, Jr., High School, Rockton (Frances Klitzkie); Eileen Molitor, Niles Township High School, Skokie (Marie Green).

INDIANA: Constance Hipskind, Catholic High School, Huntington (Sister M. Celeste); Wanda Bayton, High School, Knox (Mrs. C. Lynch); Clarence J. Fehn, State Teachers College, Terre Haute (V. E. Breidenbaugh).

IOWA: Betty Onnen, High School, Akron (Helen Hicks); Darlene Thom, St. Joseph's High School, Ashton (Sister Mary Annice); Glen Driscoll, St. Patrick's High School, Cedar Rapids (Sister M. Helen Regine); Lee Ann Kempter, St. Joseph Academy, Dubuque (Sister Mary Michele, B.V.M.); Betty Morgan, Brown's College, Iowa City (Helen Deal); Mary Lou Nemmers, St. Joseph High School, Le Mars (Sister Alvara); Arva Hurd, St. Patrick's School, Perry (Sister M. Mildred); Delores Hoffman, St. Ann's School, Vail (Sister Mary Mark).

KANSAS: Ruth A. Biehler, High School, Collyer (Pauline Brungardt); Ilene Mullendore, High School, Sedan (Kathryn M. Calhoun).

KENTUCKY: Rachel Phillips, Technical High School, Owensboro (Emily Overton); Mary S. Roby, St. Catherine's College, St. Catherine's (Sister Mary Eugene).

LOUISIANA: Lynn Bouchereau, Catholic High School, Donaldsonville (Brother Edmund); Beverly Bruno, Immaculate Conception High School, New Orleans (Sister M. Veronica).

MAINE: Claire Plouff, High School, Richmond (Abby Giggey).

MASSACHUSETTS: Dorothy A. Macdonald, St. John's High School, Canton (Sister Anna Mildred);

(Continued on page 570)

(Continued from page 569)

Lillian Morissette, Jesus-Mary Academy, Fall River (Sister M. St. Hilda, R.I.M.); Therese Gagnon, St. Louis Academy, Lowell (Sister Marie-de-Loyola, a.s.v.); Bernadine F. Ashman, St. Augustine's School, South Boston (Sister Winifred, S.H.); Irene Archambeault, Notre Dame Academy, Southbridge (Sister Eustelle-de-l'Eucharistie).

MICHIGAN: Donald Sloan, St. Joseph's Commercial School, Detroit (Brother Boniface); Jenny K. Gabos, St. Ambrose High School, Ironwood (Sister Leah Marie); Mary Jane Holcomb, Mary Crapo High School, Swartz Creek (Aline Lynch); Flora Janas, High School, Sterling (Mabel Wubben); Lois Harnish, Roosevelt High School, Wyandotte (Allan E. Barron).

MINNESOTA: Ardythe Anderson, Northern Business College, Bemidji (Mrs. E. M. Sathre); Phyllis Widlund, High School, Cokato (Hazel Berglung); Geneva Berkness, Public School, Lakefield (James J. Figge); Ruth Pleinis, Senior High School, Moorhead (Mrs. Ethel E. Hof).

MISSOURI: Virginia Maher, Assumption High School, O'Fallon (Sister Margaret Mary); Jack Bone, Consolidated School, Pineville (Pearle W. Victor); Imogene Weston, Mound City College, Inc., St. Louis (Mrs. Anah Smallwood); Donald Minneman, South Side Catholic High School, St. Louis (Joseph G. Konitzer); Betty Jean Bloodough, High School, Seneca (Mary Jane Lang).

MONTANA: Cressie Stevenson, Powell County High School, Deer Lodge (Jessica Stevenson).

NEBRASKA: Sylvia Boruch, St. Bonaventure School, Columbus (Sister M. Macrina); Rose Anne Dymak, St. Joseph High School, Omaha (Sister Mary Benetia, C.P.P.S.); Dolores Schultz, High School, Oxford (Magdalene Robbert); Inez Jones, High School, Superior (Harriet C. Swanson).

NEVADA: Lucy Ann Patty, Humboldt County High School, Winnemucca (Mrs. Ada Page).

NEW HAMPSHIRE: Virginia M. Bloom, High School, Newmarket (Martha A. Lefebvre); Eleanor LeDuc, High School, Pittsfield (Mary Andrews).

NEW JERSEY: Grace Lulejian, St. Dominic Academy, Jersey City (Sister M. Leonarda, O.P.); Therese Finan, Our Lady Queen of Peace High School, North Arlington (Sister Catharine Anita).

NEW MEXICO: Helen Gifford, Cathedral High School, Gallup (Sister M. Cyril).

NEW YORK: Betty Dechow, High School, Little Valley (Eileen Rehler); Marion McCuttie, St. Vincent Ferrer School, New York City (Sister Kathleen, O.P.).

NORTH CAROLINA: Dorothy Woodell, High School, High Point (Sarah Wells); Inez Roberson, Draughton Business College, Winston-Salem (Nina Holt Bradshaw).

NORTH DAKOTA: Elaine W. Dionne, Notre Dame Academy, Willow City (Sister Mary Rita).

OHIO: Patsy Valentine, Senior High School, Bowling Green (V. W. Babb); Marilyn Vander Horst, Immaculate Conception High School, Celina (Sister M. Engelbertha); Jean Koebel, Catholic Central High School, Chillicothe (Sister Joseph Mary); Eleanor Leo, Collinwood High School, Cleve-

land (Louis D. Huddleston); Anne Colnar, Marymount High School, Garfield Heights (Sister M. Evangelist); Jane Herzog, Notre Dame High School, Hamilton (Sister Elise, S.N.D. de N.); Carrie L. Mauch, High School, Navarre (Nora Drawe); Caroline Kruse, Van Cleve High School, Troy (Virginia Weiss).

OKLAHOMA: Pearl Admire, High School, Newkirk (Eva F. Bode); Mary Lou Lasley, High School, Stigler (Mrs. Melba Burgess).

PENNSYLVANIA: Marie Murphy, St. Thomas Commercial School, Archbald (Sister M. Jogues); Blanche Corman, High School, Bellefonte (Ellen C. Rhinard); Mary Gregory, High School, Cochran (Janet M. Thomas); Gloria M. McCartney, Sacred Heart Academy, Lancaster (Sister M. Madeleine Rose, C.S.C.); Frances Nigra, High School, Leechburg (Mrs. Dorothy MacClaren); Nancy E. Grubb, Dr. C. W. Rice Senior High School, Northumberland (L. Irene Frederick); Margaret Dorsey, Saint Mary of the Mount, Pittsburgh (Sister M. Stanislaus); Norma L. Yantis, Delone Catholic High School, McSherrystown (Sister M. Illuminata); Josephine Guarnieri, St. Ann's Academy, Wilkes-Barre (Sister Ermeline); Phyllis Doll, West York High School, York (Carl E. Walker).

RHODE ISLAND: Gertrude Boisse, Notre Dame High School, Central Falls (Sister Marie-Donalda of the Sacred Heart, S.S.A.).

SOUTH CAROLINA: Corinne B. Farrell, Immaculate Conception High School, Charleston (Sister M. Magdalen, O.S.P.).

SOUTH DAKOTA: Rosemary Ferber, High School, Mt. Vernon (Mrs. Maxine Wiseman).

TEXAS: Darlene Hobbs, High School, Joshua (W. W. Galbreath).

WASHINGTON: Jeanne Davison, Central Kitsap High School, Silverdale (Mable Kilkenny); Patt Bair, High School, Cheney (Clara Stoken).

WEST VIRGINIA: Virginia Sayres, West Virginia Business College, Clarksburg (Ruth Ramsey); Loresa Scott, High School, Bramwell (Katherine Cook Hill).

WISCONSIN: Helen Ingersoll, High School, Darien (James Kestol); Gerry Steiner, High School, Richland Center (Guineth Sponem); Audrey Woldt, High School, Winneconne (Virginia Ruebel).

WYOMING: Joy Clary, High School, Basin (Esther Shoults); Verla Lou Smith, High School, Greybull (Irvin S. Wengert).

CANADA: Gilberte Bouthillette, Pensionnat N.-D. de l'Assomption, Nicolet, Quebec (Sister S.-Francois-d'Assise, a.s.v.); Lorraine J. M. Fletcher, Senior High School, Penticton, B. C. (Mrs. H. Colquhoun).

PUERTO RICO: Carmen L. Rosas, Immaculate Conception School, Mayaguez (Sister Anne).

Superior Achievement Certificates

(Listed in order of selection by the judges, in accordance with composite scores.)

PUBLIC HIGH SCHOOLS DIVISION
RED SEAL

High School, Redlands, California. *Ruth L. Ling.*

West York High School, York, Pennsylvania. *Carl E. Walker.*
 High School, Gloversville, New York. *Ralph O. Wiggins.*
 Miles Township High School, Skokie, Illinois. *Marie Green.*
 Technical High School, Owensboro, Kentucky. *Emily Overton.*
 High School, Penticton, British Columbia, Canada. *Helen Colquhoun.*
 Jones Commercial High School, Chicago, Illinois. *Robert J. Deal and Stanley J. Franklin.*
 High School, Lakefield, Minnesota. *James J. Figge.*
 High School, Hammond, Indiana. *C. Schubert.*
 Kramer High School, Columbus, Nebraska. *E. P. Baruth.*
 Dr. C. W. Rice High School, Northumberland, Pennsylvania. *L. Irene Frederick.*
 High School, Akron, Iowa. *Helen Hicks.*

BLUE SEAL

High School, Cokato, Minnesota. *Hazel M. Berglund.*
 Luther L. Wright High School, Ironwood, Michigan. *Doris J. Ogilvie.*
 High School, Carnegie, Oklahoma. *Lucy Mae Yarnell.*
 High School, Winneconne, Wisconsin. *Virginia Ruebel.*
 Eastchester High School, Tuckahoe, New York. *A. J. DesJardins.*
 High School, Loraine, Illinois. *Leo Osterman.*
 Humboldt County High School, Winnemucca, Nevada. *Mrs. A. W. Page.*
 High School, Kankakee, Illinois. *Elsie W. Freitag.*
 High School, Charleston, Missouri. *Albert R. Feldboff.*
 High School, Mt. Vernon, South Dakota. *Maxine Wiseman.*
 High School, Pineville, Missouri. *Pearle W. Victor.*
 Bellows Free Academy, St. Albans, Vermont. *Germaine M. Perrault.*
 White Pine County High School, Ely, Nevada. *Marie J. Kochta.*
 Van Cleve High School, Troy, Ohio. *Virginia Weiss.*
 High School, Evanston, Illinois. *John A. Brauer.*
 High School, Leadville, Colorado. *Catherine M. Kelly.*
 High School, Beattie, Kansas. *Mrs. J. W. Skidmore.*
 University High School, Morgantown, West Virginia. *Madalene E. Smith.*
 High School, Newkirk, Oklahoma. *Eva F. Bode.*
 High School, Seneca, Missouri. *Mary Jane Lang.*
 High School, Warrensburg, New York. *Myra Fleet.*
 St. John Twp. High School, Dyer, Indiana. *Beulah Husted.*
 Bendle School, Flint, Michigan. *Mrs. Lucille Hughes.*
 High School, Toms River, New Jersey. *Lillian C. Chafey.*
 High School, Sherman, Texas. *Jessie Sim.*
 High School, Nescopeck, Pennsylvania. *Mrs. Betty Wertman.*
 High School, Sterling, Michigan. *Mabel Wubben.*
 Community High School, Pekin, Illinois. *Mildred L. Jabsen.*
 High School, Bellefonte, Pennsylvania. *Ellen C. Rhinard.*
 Senior High School, Kirksville, Missouri. *Mrs. H.*

D. Bashore.
 Ruskin High School, Hickman Mills, Missouri. *Nancy Marshall.*
 Township High School, Rantoul, Illinois. *James H. Wyetb.*
 Canal High School, Rivers, Arizona. *Della M. Taylor.*
 City High School, Topaz, Utah. *Robert A. Maggiora, Glenn T. Seal.*
 Senior High School, Cheney, Washington. *Clara Stoxen.*
 High School, Belton, Missouri. *Sarah O. J. Thomas.*
 High School, Ellis, Kansas. *Mrs. Margaret Reid.*
 High School, Leechburg, Pennsylvania. *Mrs. Dorothy MacClaren.*
 Senior High School, Moorhead, Minnesota. *Mrs. Ethel E. Hof.*
 Collinwood High School, Cleveland, Ohio. *Louis D. Huddleston.*
 High School, Newmarket, New Hampshire. *Martha A. Lefebvre.*
 High School, Albany, Missouri. *Mrs. Alice Kariker.*
 Froebel High School, Gary, Indiana. *Peter Cusmano.*

CATHOLIC HIGH SCHOOLS DIVISION

RED SEAL

Notre Dame High School, Central Falls, Rhode Island. *Sister M. Donald of the Sacred Heart, S.S.A.*
 Jesus-Mary Academy, Fall River, Massachusetts. *Sister M. St. Hilda, R.J.M.*
 Saint Louis Academy, Lowell, Massachusetts. *Sister Agnes-du-Sauveur, Sister Marie-de-Loyola.*
 Immaculate Conception, Mayaguez, Puerto Rico. *Sister Anne.*
 St. Joseph High School, Le Mars, Iowa. *Sister Alvara.*
 Immaculate Conception High School, Charleston, South Carolina. *Sister M. Magdalen, O.S.P.*
 St. Ambrose High School, Ironwood, Michigan. *Sister Leab Marie.*
 St. Anthony High School, Effingham, Illinois. *Sister M. Colette, S.S.N.D.*
 Holy Angels Academy, St. Jerome, Quebec, Canada. *Sister Marie Sylvio, S.S.A.*
 St. Joseph's High School, Ashton, Iowa. *Sister Mary Annice, O.S.F.*
 St. Procopius Commercial High School, Chicago, Illinois. *Sister M. Celestia, O.S.F.*
 Notre Dame Academy, Southbridge, Massachusetts. *Sister St. Jean-du-Cenacle, A.S.V., Sister Antoine-de-l'Assomption, A.S.V., Sister Eustelle-de-l'Euchariste, A.S.V.*
 Waterbury Catholic High School, Waterbury, Connecticut. *Sister St. Thomas of Cori.*
 St. Ann's School, Vail, Iowa. *Sister Mary Mark.*
 Saint Mary of the Mount, Pittsburgh, Pennsylvania. *Sister M. Stanislaus.*

BLUE SEAL

St. Bonaventure High School, Columbus, Nebraska. *Sister M. Macrina.*
 St. Joseph High School, Omaha, Nebraska. *Sister Mary Benitia, C.P.P.S.*
 St. Augustine's School, South Boston, Massachusetts. *Sister Winifred, S.H.*

(Catholic High Schools Division continued)

House of the Good Shepherd, Wauwatosa. *Sister Mary of Loretto.*
 Sacred Heart High School, Newton Centre, Massachusetts. *Sister Daniela.*
 St. Scholastica Academy, Fort Smith, Arkansas. *Sister Mary Andrew.*
 St. Boniface School, Elgin, Nebraska. *Sister M. Digna, O.S.F.*
 St. Joseph Commercial High School, Detroit, Michigan. *Brother Boniface.*
 St. Agnes Academy, Alliance, Nebraska. *Sister M. Edmond.*
 St. Joseph Commercial High School, Brooklyn, New York. *Sister M. Regina.*
 Sacred Heart High School, Salina, Kansas. *Sister Vincent.*
 St. Paul High School, San Francisco, California. *Sister Mary James Richard, B.V.M.*
 Muldoon High School, Rockford, Illinois. *Sister Clare Charles.*
 Saint Ann High School, Chicago, Illinois. *Sister M. Speciosa.*
 St. Dominic Academy, Jersey City, New Jersey. *Sister M. Leonarda, O.P.*

Immaculate Conception High School, New Orleans, Louisiana. *Sister M. Veronica, I.C.*
 Our Lady Queen of Peace High School, North Arlington, New Jersey. *Sister Catharine Anita.*
 St. Gerard's High School, San Antonio, Texas. *Sister Mary Louise, S.S.N.D.*
 St. Patrick's High School, Cedar Rapids, Iowa. *Sister M. Helen Regine, B.V.M.*
 Pensionnat Notre Dame De L'Assomption, Nicolet, Quebec. *Sister S.-Francois-d'Assise, a.s.v.*
 Notre Dame High School, Hamilton, Ohio. *Sister Elise, S.N.D. de N.*
 St. Vincent Ferrer School, New York, New York. *Sister Kathleen, O.P.*
 St. Vincent High School, Akron, Ohio. *Sister M. Leo, O.P.*
 St. Francis De Sales High School, Chicago, Illinois. *Sister M. Francella, O.S.F.*
 St. Joseph Academy, Dubuque, Iowa. *Sister Mary Michele, B.V.M.*
 Alvernia High School, Chicago, Illinois. *Sister M. Leonella, O.S.F.*
 Saint Thomas Commercial School, Archbald, Pennsylvania. *Sister M. Jogues.*

(Continued on page 573)

Key to International Bookkeeping Contest

THE QUIGLEY CLAM and QUAHOG COMPANY

PROFIT AND LOSS STATEMENT

For Three Months Ended March 31, 1944

Sales			16,800	98
Cost of Merchandise Sold:				
Merchandise Inventory, January 1, 1944	- 7,004	64		
Purchases	9,062	06		
Total Cost of Merchandise	16,068	70		
Merchandise Inventory, March 31, 1944	9,000	39		
Cost of Merchandise Sold			7,06	31
Gross Profit on Sales			9,74	17
Operating Expenses:				
Advertising Expense	118	50		
Freight Outward	625	32		
Power and Light	187	04		
Repairs	32	02		
Salaries and Wages	4,44	64		
Taxes	500	15		
Depreciation of Packing Plant Equipment	103	94		
Depreciation of Wharf Equipment	19	50		
Depreciation of Office Equipment	12	69		
Depreciation of Buildings and Wharf	165	00		
Packing Supplies Used	221	33		
Total Operating Expenses			6,431	63
Operating Income			3,311	54
Financial Income:				
Interest Income			4	50
Gross Income			3,31	04
Financial Expense:				
Interest Expense	19	74		
Discount on Sales	108	09		
Total Financial Expense			127	83
Net Profit			3,18	21

* Expenses may or may not be classified.

(Continued from page 572)

COLLEGES AND PRIVATE SCHOOLS DIVISION
RED SEAL

Sacred Heart Academy, Lancaster, Pennsylvania. *Sister M. Madeleine Rose, C.S.C.*
Draughon Business College, Winston-Salem, North Carolina. *Nina Holt Bradshaw.*
West Virginia Business College, Clarksburg, West Virginia. *Ruth Ramsey.*
Indiana State Teachers College, Terre Haute, Indiana. *V. E. Breidenbaugh.*
Grace Institute, New York, N. Y. *Sister Marie Gertrude.*

BLUE SEAL

St. Stephen Business College, St. Stephen, New Brunswick. *Miss M. T. Crabbe.*
Mount St. Bernard College, Antigonish, Nova Scotia. *Sister St. Mary Donald.*
Northern Business College, Bemidji, Minnesota. *Mrs. E. M. Sathre.*
Lownd's School of Commerce, New Westminster, British Columbia. *Mrs. B. Makepeace.*
Straight Business School, New Orleans, Louisiana. *Mrs. R. H. Alexis.*
Oakwood College, Huntsville, Ala. *C. E. Galley.*
Congregation of Notre Dame Convent, Caraquet, New Brunswick. *Sister Saint-Alcide.*

Key to International Bookkeeping Contest

THE QUIGLEY CLAM and QUAHOG COMPANY

BALANCE SHEET
March 31, 1944

ASSETS*				
Current Assets:				
Cash		1,881	06	
Accounts Receivable	3,678.95			
Less Reserve for Bad Debts	149.36	3,529	59	
Notes Receivable		450	00	
Merchandise Inventory		9,004	89	
Total Current Assets				14,865 54
Deferred Charges:				
Packing Supplies		87	50	
Prepaid Insurance		375	00	
Total Deferred Charges				462 50
Fixed Assets:				
Packing Plant Equipment	4,157.50			
Less Reserve for Depreciation	1,008.84	3,148	66	
Wharf Equipment	780.00			
Less Reserve for Depreciation	331.50	448	50	
Office Equipment	1,015.00			
Less Reserve for Depreciation	112.69	902	31	
Land		9,000	00	
Buildings and Wharf	22,000.00			
Less Reserve for Depreciation	4,965.00	17,035	00	
Total Fixed Assets				30,534 47
TOTAL ASSETS				45,862 51
LIABILITIES				
Current Liabilities:				
Accounts Payable		2,161	94	
Notes Payable		3,000	00	
Real Estate Taxes Payable		1,150	00	
Income Taxes Payable		2,200	00	
Payroll Taxes Payable		116	88	
Total Current Liabilities				8,628 82
Fixed Liabilities:				
Mortgage Payable				5,000 00
TOTAL LIABILITIES				13,628 82
PROPRIETORSHIP				
Quincy Adams Quigley, Capital, January 1		29,045	48	
Net Profit for Three Months		3,188	21	
Quincy Adams Quigley, Capital, March 31				32,233 69
TOTAL LIABILITIES and PROPRIETORSHIP				45,862 51

* Classification of assets and liabilities is not required.

Whether in radio code, typewriting, or shorthand, the basic principles of good teaching are the same.

Pedagogic Parallels in Radio Code Shorthand and Typing

GILBERT KAHN

South Side High School, Newark, New Jersey

ARE you teaching a preinduction course in radio code? Have you encountered problems in organization and methodology? Don't be discouraged, for the solution is simple.

The basic principles of good teaching are the same in radio code, typewriting, shorthand, and transcription. Use your experience in teaching the traditional subjects to answer your new questions.

The experienced teacher of shorthand knows that he must keep his finger on the pulse of his class. What to the uninitiated seems a sinecure, "just standing in front of the class and reading from a book," is in reality a delicate operation.

The rate of dictation must be micrometered for a precision job. Automatization of outline response and the building of confidence are the Siamese twins that increase shorthand speed. A dictation speed too high will destroy the confidence of your budding shorthand writers and at the same time lead to poor penmanship habits. The result of too slow a dictation speed is inertia. Your stenographic fish need the right bait placed just beyond their comfortable reach to lure them from the pool of stagnation.

Similarly, in code classes we must remember that major law of learning, the law of effect. The rate at which code is sent to the class must be commensurate with their ability; not so fast that it discourages but fast enough to make them extend themselves.

Half-minute and one-minute straight copy tests in typewriting and short takes in shorthand are employed to raise speed. The longer timed tests and dictations are used to build endurance and sustained skill. This procedure works equally well in the code class for improving the novice's receiving ability.

Typewriting teachers now realize that the old practice of encouraging slow but sure typing did produce accurate work but actually retarded speed development. The beginner with the "perfect-work complex" learned and practiced slow key stroking. Today we attempt to develop rapid stroking from the start, even though it may mean a slight sacrifice in accuracy temporarily.

Experience Makes a Difference

The novice and the experienced typist should be able to strike each and every key with practically the same speed, but they do not do so because the novice has practiced nothing but the striking of individual keys, one after the other. The experienced typist achieves his superior speed because he has intensively practiced the typing of many different groups of keys at the highest possible speed until he has automatized many of these groups of motions. In so doing, he has usually learned to strike each individual key at about twice the speed with which the novice strikes each key.

The shorthand teacher discourages the drawing of outlines by the beginner. Execution of outlines with facility is recognized as a desirable outcome from the start. The shorthand tyro fails to get the faster dictation speeds not because he cannot write fast enough but because of lack of automatization of response.

Radio code is akin to shorthand and typewriting in the need for teaching the skill at a rate approximating that at which it is to be used. Code signals are combinations of short and long sounds, which must be recognized in their entirety. The receiver of code has no more time to tear each character into its component parts than the writer of shorthand has to think of the shorthand outline in terms of its various strokes.

In each case, efficient learning requires thinking of the whole. To stimulate such thinking

from the very outset, code letters should be sent to the learner as fast as they would be in high-speed work. Simplification for the beginner is made possible not by allowing more time between the parts of each letter but rather by sending the character at its natural speed and by allowing more time between the various characters sent.

Typewriting teachers, at one time, thought forty to fifty periods were needed to present the keyboard adequately. It is now generally introduced in from five to twenty periods. Shorthand instruction has likewise been speeded up. The acceleration has been made possible in both cases by realization that absolute mastery should not be expected at the time of introduction. For that reason, too much time should not be expended in the presentation of each code character.

Shorthand outlines involving the same strokes such as *expect*, *except*, and *experience* frequently cause confusion. Similar code signals, such as S (3 dots), H (4 dots), and 5 (5 dots), also are demons of disorder. In both cases, the best curative is time and experience. Drill on the troublesome combinations to the exclusion of practically everything else not only fails to cure the difficulty but at times seems to aggravate it.

Good penmanship habits are equally important in code and shorthand, for in each it is fruitless to receive what is said if it is not recorded legibly. The Army Signal Corps has prescribed a definite manner of forming the alphabet and the numbers. It had as its objectives the reduction of the number of strokes required to form the letters and the elimination of errors on similar characters. Drill on the Army printing method is essential to accurate code reception.

Code can be received and recorded by hand up to around 20 words a minute. Over that speed it is necessary for the operator to use a typewriter, or "mill" as it is called in the Army. The best results in teaching the transcription process in shorthand are obtained when it is postponed until the pupil has acquired a typing speed of 40 and a dictation speed of 80 words a minute. In code, also, basic skills must be attained in the elements to be combined before attempting to synthesize them. Transmission to the typewriter should not be tried until the pupil is typing 20 words a minute and receiving code at 10.

When the psychological time arrives, synthesis is not a simple matter of merely sending code while the pupil receives and types. The stimulus now shifts from visual to auditory centers, and the code baby's diet must be changed gradually if he is not to get indigestion.

The shorthand transcription approach consists of the following steps:

1. Typing from printed shorthand plates—familiar material.
2. Typing from printed shorthand plates—new material.
3. Typing from the pupil's own shorthand—familiar material.
4. Typing from the pupil's own shorthand—new material.

The same principle of proceeding from the simple to the difficult can be applied in the following introduction to direct typewriter transmission:

1. Dictation of familiar sentences to the machine.
2. Dictation of unfamiliar sentences to the machine.
3. Dictation of unfamiliar separate characters.
4. Code transmission.

Good posture, correct paper insertion, proper carriage return, copy on the correct side, eyes on copy—the little things are stressed in the typewriting class, for they mean much when reduced to the common denominator of performance. Such minor details as distribution of weight and placement of the fingers on the keys are important when teaching code sending. They must be emphasized if an operator with a good style and lasting power is to be developed.

The wartime courses, with their intensification and modified techniques of teaching, are producing results. They are bound to effect changes in the postwar classroom. Let's keep our eyes open and be ready for business—bigger and better than ever.



CECIL PUCKETT, of Denver University, president of the N.E.A. Department of Business Education, is the new president of the National Council for Business Education. A complete report on the recent election held by the Council will appear in the September B.E.W.

A Classic Research in Human Skills

Part 3

Reviewed by HAROLD H. SMITH

THE two preceding installments of this article (January and March B.E.W.) were devoted to a summary of the monograph, "On the Psychology of Learning a Life Occupation,"¹ and to a résumé of the first part of a study contained therein, entitled "Learning a Life Occupation—Arthur Griffith, Arithmetical Prodigy." In this issue, I shall complete the review of this study.

In the chapter on the "Record of Experiments on Memory and Rapidity of Operations," we find these important observations:

"A. G.'s knowledge of algebra was nil. Professor Rothrock, a very skillful teacher, could not make him see any sense in the simplest form of $(a \pm b)^n$ or any representation of numbers by letters."

"A. G.'s methods, simple or complicated, were not, as with the schoolboy, 'painfully learned rules.' They were habits at his instant command as an intelligent man's language habits are at his command for whatever use he wishes to make of them."

"Habits at his instant command"—not skill based on "painfully learned rules"! Certainly this is no new idea for teachers of shorthand and typing or for teachers of oral and written languages, but it underlines our true objectives, *skillful habits at the instant command* of the learner.

When we observe the shorthand student hesitating as he stumbles over the reading or writing of a shorthand outline, or when we watch our students groping about the typewriter keyboard (yes, even in the third and fourth semesters), let us remind ourselves that they are not aiming toward skillful habits at their instant command; that, in fact, they are headed straight for dismal failure in these fields—for vocational incompetency. Can we face that? Is there not some way to breathe the breath of life into our beautiful philosophy and theories of education?

Returning to Griffith: "His procedures were *his* discoveries. While he was with us he was eagerly proceeding on to more such discoveries."

When shall we grasp the true import of the educational principle that real achievement brings its own satisfaction, which, in turn, produces strong motivation for further achievement? Griffith, like most persons possessed of skill, probably never heard this principle enunciated, yet he understood it, used it, and profited by it.

Probably most teachers have discussed this principle in one form or another. It is part of the pabulum passed out by schools of education. No doubt most of us appreciate it in theory, but we apparently do not understand its significance in the particular fields of skill in which we work. Perhaps we do not have a sufficient degree of the skill we teach to understand it—fully. At any rate, we do not use it as much as we might; we often rebuke students who blindly discover it for themselves. We fail to profit by it.

Fewer—Not Faster—Operations

After the Yale meeting of the American Psychological Association in 1899, at which Dr. Lindley read a paper, Dr. James H. Hyslop, a well-known professor of philosophy and a researcher, wrote the authors asking whether A. G.'s "astonishing speed . . . in arithmetical operations might be explained by lightning-like processes within the subconscious mind. . . . The answer was that our subject did not do any one operation with lightning speed, nor with a speed above that of members of the control group. A. G. had no lightning-like processes. He appeared to have them because he was able to secure results by fewer operations, each performed at an ordinary rate. . . ."

The similarities between these arithmetical skills of Griffith and the typing skills of many expert demonstrators and some office workers are greater than many might suspect.

It is a commonplace that experts typing from 40 to 80 words a minute appear to work much

¹"On the Psychology of Learning a Life Occupation," by William Lowe Bryan, Ernest Hiram Lindley, and Noble Harter. Indiana University Publications, Science Series, No. 11, 1941.

more effortlessly than ordinary office typists and school typists at the same rates. The experts' explanations are usually couched in such general terms as *continuity, rhythm, keeping eyes on copy, concentration, good technique*, and so on.

Nearly everyone has come to accept these as accurate and adequate explanations of the phenomenon of effortless, yet skillful, typing. But these explanations have not served well in guiding teachers and typists, simply because they are so abstract and fragmentary as to be of little use in helping the learner in his struggle. All these terms, with slight variations, might be offered as explanations (?) of Griffith's arithmetical skill and of many other skills!

Some years ago this reviewer personally tested a group of *expert typists* at the home office of the Underwood Typewriter Company, New York, and later, through the co-operation of several teachers, arranged to have the identical tests taken by some hundreds of *high school students* in various Eastern cities. The results for several classes, 108 students in one high school, were carefully studied by two graduate students in a class at Teachers College, Columbia University—Miss Florence Ropp and Miss Laura Buchman.

The first four tests each contained only 52 letters in isolation—a meaningless jumble; while the next five contained about 200 strokes apiece—samplings of the most frequently used words. The next five tests contained the same words as the preceding five except that the words were arranged in reverse order to check the effect of accidental phrasing. The last four tests were of sentence material: the first two, alphabetic; the third, difficult; and the fourth, simple Kimball matter.

The tests were made short to eliminate the fatigue element.

The mean time per stroke of the experts ranged between .2550 and .2967 of a second on the isolated-letter tests. The differences between the performances of the *least* experienced experts and of the *most* experienced experts were much smaller on the isolated-letter tests than on the faster word and sentence tests. This showed that the least experienced experts, those just graduated from the first-year novice group, had mastered the individual stroke techniques practically as well as the professional experts.

Compare the above performance of the experts (.2550 to .2967 of a second per stroke) with the mean time of the student group on the same isolated-letter tests—.48 to .5075 of a second per stroke. The expert group had twice as much skill as the students on these tests.

More than that: the average deviation of the experts per stroke on this series ranged between .0352 of a second and .05 of a second; whereas the range for the students was from .0942 to .1135 of a second. Thus, the students had not only half as much skill, but from a third to a half as much *control* of that skill as the experts had. We begin to understand the true meaning of the term "correct technique."

But, as with Griffith, experts and students demonstrated greater skill when the tests were on combinations—words and sentences—and the experts far outstripped the students.

On the word and sentence tests, the experts typed *three* times as fast as they did on the isolated-letter tests; the students a little less than twice as fast. The experts' range was between .0888 and .1053 of a second per stroke; the students' between .28 and .32 of a second per stroke. Actually, the experts typed the isolated-letter tests slightly faster than the students typed words, thus affording another comparison of the quality of their basic techniques.

But the experts greatly improved their average deviation per stroke on words and sentences, ranging between .0072 and .0097 of a second, which is to be compared with their deviation on isolated letters of from .0352 to .05 of a second.

The average deviation of the students on words and sentences ranged between .0734 and .0766 of a second per stroke. Thus, the experts' average deviation ran uniformly between 9.8 per cent and 12.6 per cent of the students' deviation. Again, the experts showed greatly superior skill and even more marked superiority in the *control* of that skill on the word and sentence levels than they had on the isolated-letter level.

We have here mathematical evidence that the expert has perfected his technique by organizing such superior responses of mind, eye, and hand that, if he chooses deliberately to space out his typing strokes and motions, as he can do in typing from 40 to 80 words a minute, he can actually relax more completely and for obviously longer portions of each interval

between strokes than the student can rest, if he rests at all.

To generalize and say that the expert possesses a better technique than the student is correct but of no help to the student. We might as well say, "The expert types better than the student." If we would tell the student that each of his typing motions is too slow, too weak, too uncertain, and show him how to make better motions, he might have a chance.

Just as Griffith was able to outstrip the control group more clearly when the test conditions permitted him to use his combinations "known by heart," so the expert typist can outstrip the student when his copy presents him with letter, word, and phrase combinations in which he is especially skilled. These skills in typing as well as in arithmetic can be acquired *only* through training and repetitive practice.

Teachers of skills must do far more than *preach* good technique. They must *understand*

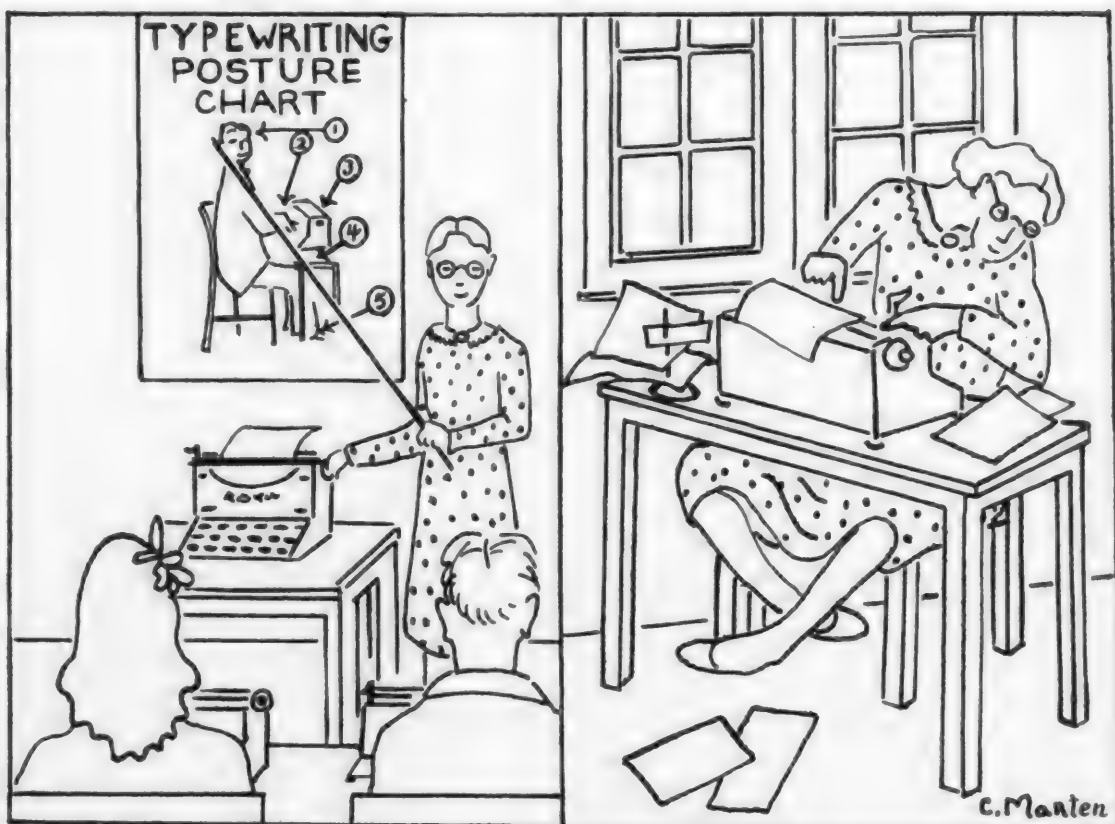
each thought, each action, and each important factor that constitute good technique. Then they will really have something specific to *teach*, although they will constantly confront the problems of how to present each skill item and how to insure its mastery by the individual learner.

Those who are fortunate enough to be able to procure a copy of the monograph under review will find therein more detailed discussion of Griffith's feats and limitations. It is interesting to note that he actually earned his living demonstrating his skill on the vaudeville stage after leaving Bloomington. In 1901 a copyrighted pamphlet containing more than eighty of his short-cut methods was published by Willard E. Miller. Griffith is reported to have "died of apoplexy at Springfield, Massachusetts, on Christmas night, 1911."

The next installment in this series will take up the famous Bryan and Harter report on their experiments in the learning of telegraphic skills.

Oh, but that's different!

GIL KAHN



Miss Fidgethammer demands that her pupils acquire good typing habits

BUT

When she operates a machine—
that's different!

The Treatment of Discounts In Bookkeeping

SISTER M. ALEXIUS, O.P.

LET us look at the way in which various kinds of discounts are treated in the bookkeeping records.

Bank discount is important from an accounting standpoint. We know that "discounting" a note at a bank may apply to two distinct kinds of note transactions:

1. The transfer to a bank of a note receivable by indorsing the note in favor of the bank.
2. The borrowing of funds from a bank by giving a note payable in favor of the bank.

In both cases the cash advanced by the bank will equal the maturity value of the note less the amount of discount for the time that the note has yet to run.

Trade Discount. Trade discount represents a deduction from a catalogue or list price. It is never recorded on the books. Trade discount serves two main purposes: It saves the expense and inconvenience of printing a new catalogue every time there is a price change; and it permits a certain amount of secrecy in the selling policy of a business. In order to keep a catalogue up to date, it is only necessary to issue a special discount list affecting the list prices in the catalogue whenever conditions within the trade make it advisable to adjust selling prices.

Since trade discounts are not inducements to pay cash in advance but are merely deductions from a list price at the time a transaction is made, there is no need for considering these discounts as expenses or for recording them on the books. After the discounts have been deducted from the price shown in the catalogue, the remaining net price is considered the true cost of the merchandise and is placed on the books without any mention of the trade discounts.

Discount on Services. We meet discount on services when we pay bills for public utilities (gas, water, electricity) within the discount period. Perhaps we are so accustomed to paying for these services within the discount period that the only entry made on the books is for the net amount of the bill. It never

enters our minds to record the discount as Other Income on the profit and loss statement.

Discount on Fixed Assets. It is a generally accepted principle that, when a discount of any kind is offered when buying fixed assets, the charge to the asset account is the net amount paid. Under no circumstances should any income account be credited for a discount taken upon the acquisition of a fixed asset. No income can be earned simply by acquiring an asset.

Merchandise or Cash Discounts. Now let us analyze the various treatments given merchandise discounts, because this subject has assumed great importance through the terms of the Army and Navy contracts. You should not be surprised if a student in your bookkeeping class should come to you and tell you that his father says that your method of treating discounts is not the one followed by the United States Government.

Manufacturing firms working on Government contracts must invoice the materials to the Army and Navy at the net price. Let us bear this in mind as we study the various methods used by business in treating cash discounts on purchases and on sales.

We know that, originally, purchases discounts were considered to be in the nature of interest earnings. In many cases bills for goods purchased on account may not have to be paid for several days—or even months. If the purchaser chooses, he may deduct a discount if he pays the account before the due date. The amount of the discount when it is 1 or 2 per cent is usually considered a financial income

SISTER M. ALEXIUS is an instructor in business subjects at the Edgewood High School of the Sacred Heart, Madison, Wisconsin. A graduate of Illinois State Normal University, Normal, she received the M.A. degree from Colorado State College of Education, Greeley, and is studying toward the doctorate at the University of Colorado. This article was written at the suggestion of Dr. Fayette Elwell, Director of the School of Commerce, University of Wisconsin, where Sister Alexius has engaged in graduate study.

item and is placed under the additional income section of the profit and loss statement. There is a tendency on the part of some bookkeeping authors, however, to subtract purchases discounts actually taken from the purchases rather than to treat them as additions to the financial income on the P. and L. Statement.

Actually there are four different methods of recording cash discounts and of showing them in the P. and L. Statement. Let us now follow through with the bookkeeping entries and the P. and L. Statements which illustrate these four methods.

It might be well for us to remember that if all merchandise purchases were paid for in cash at the time of their purchase, the problem of treating cash discounts would disappear entirely.

Let us first briefly review the entries usually made for cash discount on purchases and for showing it on the P. and L. Statement. It is the method in general use at the present time. When merchandise is purchased on account, the entry customarily made is:

December 5, 194-	
Mdse. Purchases	\$500.
J. M. Martin	\$500.

If the invoice is paid within the discount period, the entry is:

December 14, 194-	
J. M. Martin	\$500.
Cash	\$490.
Purchases Discount	10.

Under this method, which we may call Method No. 1, Purchases Discount is considered as a financial or other income item for the *amount of discount taken* and appears as such on the Profit and Loss Statement. It should be specifically noted that the gross invoice cost of purchases is used in this statement and that the reader of the statement has no knowledge of the amount of discounts offered but not taken—only the discounts on purchases *actually taken* appear.

We should realize that the purchases discount is considered Other (or Financial) Income rather than operating income, because operating income is earned by the sale of merchandise, not by its purchase. Again, the taking of discount on purchases depends upon the financial status of the business as distinct from the actual buying and selling of merchandise.

Under this popular method of recording purchases discounts taken, the neglected discount remains in the Purchases Account, where it automatically results in an increase of the cost of goods sold. In order to bring this matter of neglected discounts clearly to the attention of management, it has been suggested that an entry be made at the close of each fiscal period debiting Purchases Discounts Neglected and crediting Mdse. Purchases for the amount of all discounts offered by the vendor but not taken by the purchaser.

December 31, 194-	
Purchases Discounts Neglected	\$10.
Mdse. Purchases	\$10.

Under Method No. 2, purchases discounts actually taken are considered as deductions from invoice cost, and therefore the amount of Purchases Discounts is subtracted from Purchases in the P. and L. Statement. (It will be remembered that in Method No. 1, the amount of Purchases Discounts—representing discounts taken—was considered as Other Income.)

The entries for recording purchases and discounts taken are exactly the same as in Method No. 1.

When using this method, the purchases discounts actually taken are subtracted from the total invoice cost of purchases. The conclusion that purchases discounts should be considered as a deduction from a nominal invoice price is further supported by the *treatment* which practice accords to the *treatment* of cash discounts on furniture, fixtures, equipment, and other fixed assets.

As a third method of recording discounts on purchases, let us take the method followed by the United States Government in World War I and by the Navy Department and many of the Army contractors in the present War. Under this method, the Purchases Discount account shows as a debit balance the amount of discount *not* taken by the purchaser. It is a financial loss to the business indicating the discounts lost because of inadequate finances.

If the Purchases Discount account balances, it does not appear in the P. and L. Statement, which fact is readily interpreted as meaning that the business has taken advantage of all discounts offered.

Basically, and fundamentally, the idea is this—the United States Government does not propose to let contractors bill materials at gross

invoice cost and then take the discount as an extra profit. Our Government assumes that every contractor *will* discount material purchases; failure to do so is his loss and should not increase the cost of the materials to the Government.

Under this method the entry to be made at the time of purchase is:

December 5, 194-	
Mdse. Purchases	\$490.
Purchases Discounts Available	10.
J. M. Martin	\$500.
December 14, 194-	
J. M. Martin	\$500.
Cash	\$490.
Purchases Discounts Available	10.

There is no question whatsoever but that this method is logical. It was not adopted by business in general after the last war, and it is doubtful whether it will be adopted generally after the present war is over. We should be prepared to discuss it with our students, however, because thousands of prime and subcontractors will have to treat discounts in this manner in rendering their accounts to the Navy and Army.

Some advocates of Method No. 3 suggest that the invoice be changed to read (using the date just cited):

Merchandise	\$490.00
Discount Allowance	10.00
Total	\$500.00

If the discount on purchases is not taken, some adherents of Method No. 3 favor the transfer of the balance of the Purchases Discount Available Account to the Purchases Discount Neglected Account.

When this method is used, the purchases discounts not taken appear under the title Purchases Discounts Neglected as an *Other Expense* item, while the full amount of discounts offered or available appears as a deduction from the gross purchases.

A few authors advocate that cash discounts up to 2 per cent should be considered as financial income items and that discounts in excess of 2 per cent should be considered as deductions from the invoice cost. This seems to be a combination of Methods No. 1 and No. 3 and is not supported by logic or custom. In my judgment, the complicated entries involved clearly preclude its use by high school students.

You, no doubt, have found that in our high school bookkeeping texts only one way is

given for the handling of cash discounts, and that is treating purchases discounts as income, and sales discounts as expense. As long as this is the customary treatment accorded cash discounts in business, we shall continue teaching it in this manner even though it is not, theoretically, the correct way. Then, too, with the immature mind with which we have to work in the high school, it might be difficult to get our students to distinguish between the various methods sufficiently to enable them to grasp their significance. But as teachers of bookkeeping it is well for us to realize that various types of discounts are used almost daily in the business world and that practically every one of them is recorded differently upon the business records.

We should be prepared to answer the questions of our students and their parents when they bring problems regarding these unusual types of discounts to our desks for counsel and advice.

N.E.A. Assembly

SIXTY YEARS ago the National Education Association held its first assembly. This year it will assemble for another historic meeting—a meeting at which consideration will be given to the Five-Year Program of expansion.

This meeting will not be a convention but a meeting mainly of official delegates who will assemble in Pittsburgh from July 4 to 6. The headquarters of the assembly will be the Hotel William Penn. The general topic for the opening session on Tuesday evening, July 4, will be "Education During Wartime." President Francis P. Gaines, of Washington and Lee University, will be the speaker.

The Department of Business Education will offer abbreviated programs on July 3 and 4. Cecil Puckett, of the University of Denver, is president and will preside. On July 3, a 6 o'clock dinner will be held at the Webster Hall Hotel, which is near the University of Pittsburgh Cathedral of Learning, followed by an executive session.

The program on July 4 will consist of a luncheon in the Hunt Room of the hotel and an address by an outstanding speaker. The usual business session will be held after the luncheon.

Dr. Elmer G. Miller, director of Commercial Education for the Pittsburgh Public Schools, is local chairman.

Harold D. Fasnacht, of Colorado Woman's College, has been appointed national membership chairman for 1944-45. He has been state membership director since 1941.

Wartime Wisdom Contest Winners

FIRST PRIZE, \$10

Olga Alber, Head of Commercial Department, Rosedale High School, Kansas City, Kansas

SECOND PRIZE, \$5

Mrs. Maxine Wiseman, Mt. Vernon (South Dakota) High School

THIRD PRIZE, \$2

Helen Pray, Barnsdall (Oklahoma) High School

What the War Has Taught Me

The first-prize paper

OLGA ALBER

THIS war has made me world conscious. I am no longer that complacent American teacher with a master's degree in the background and a bank account and annuity policies as security for old age. Two years of war have shown me how quickly a bank account can vanish overnight and how futile is a master's degree as job security if technical training is the order of the day.

The war has forced thousands of scholars, upon whom the progress of civilization rested, or so I thought, to toss their degrees *cum laude* into the discard and shoulder a gun, or man war machinery. Not how many years have you spent in college, but what can you do and how well, is the measuring rod of a person's worth today. I have accepted this world challenge with enthusiasm and a desire to be of some worth to the age in which I live.

The war has made me fully aware that America cannot be separated from the rest of the world, for she is linked as closely to that world as members of a family are joined to one another. No matter what kind of a world it will be after the war, at least I know that all nations will be interdependent, brought together by science and modern technology. The future of America will depend upon what the future of the world will be.

The turn of events in the past two years has convinced me that I can serve that world best by remaining a teacher. My job demands understanding and respect for the culture, philosophy, and religion of other nations. I must impart this broadening experience to young Americans; for with understanding, most difficulties can be ironed out before they develop into major catastrophes.

I must teach my pupils the need for conservation of materials even in a land of plenty so that other boys and girls who are less fortunately situated will get their fair share of the world's goods: not only conservation of goods but also conservation of health and energy so they will have ample reserve power to tackle world problems when they become world workers.

I must show my pupils that an education does not mean so much "how to earn a good living" but "how to live a good life." They must use it to develop whatever talent they possess and stay with it until that talent can mature and be a guiding force in the lives of those who follow.

As a teacher of business subjects, I must make every effort to get the future business men and women of the world to realize that money must not be made an instrument for selfish ends but belongs to the world and should be used to enrich the lives of all.

As a member of the world group, the war has taught me to be humble, which, after all, may be the beginning of wisdom.

The Business Letter Becomes Kinder with Age

CALVIN T. RYAN

State Teachers College, Kearney, Nebraska

WHEN, LONG BEFORE the Christian era, the Pharaoh sent a company of soldiers with his letter to his banker, letter writing was still a part of magic. It had to have a special kind of language. It was never heart-warming. Today we should say that it was inhuman.

Government letters, even subsequent to World War I, were impersonal, with a blunt salutation, and a body definitely broken into paragraphs, each one formally numbered. It has been only a decade since those letters became human, carrying a personal touch that made the recipient feel that he was regarded as a human being.

Businessmen changed their approach before World War I. It was an innovation when correspondents were directed to write their letters as if they were talking to the recipients. It was a discovery in the psychology of salesmanship when direct advertisers learned the value of the "you element" in a letter. For long years they had spoken in terms of "I" and "we." "We have something to offer you" became "You will be pleased to learn," or "You can save. . . ."

The introduction of a letter invariably began, "Your letter was received and contents noted"! That was the first sentence in a letter replying to an inquiry, and the second was just as universal: "In reply, we beg to state." Those were the courtesies of letter writing. They were common in the personal or "friendly" letter too. Who doesn't remember reading "I take my pen in hand to inform you"? Or the solicitous conclusion, "This leaves me well, and I hope it finds you the same."

The modern business letter is briefer; it tries to avoid any rubber-stamp expressions. It may lack the hat-raising and handshaking (or kissing?) courtesies of the Victorian days, but it does seem more personal, and it gets down to business more quickly.

Only occasionally does a letter writer refer to a letter just received as a "favor" or "your kind favor."

Infrequent also is the letter that carries a trailer ending, "thanking you in advance for any consideration, etc." or "hoping to hear from you without delay, we remain." Most letter writers stop when they finish what they have to say. Having finished, they add only their complimentary close. The "P.S." and the "N.B." are rarely necessary if the writer has really planned his letter.

It is an unusual letter indeed that should require more than one page of typing. Even before our present global war, we spoke of ourselves as being "very busy men." We said this so often that we got to believing it. Everything we did was done in a hurry. We assumed that those to whom we wrote were busy and hence would not have the time or the patience to read long letters. It may be true of advertisements that a small one looks smaller than it really is, and a large one, larger than it is. This is certainly true of letters. Business letters are written somewhat on the model of the businessman's lunch—quality, not quantity.

Paragraphing in a business letter serves only one purpose, clearness. Each paragraph covers one subject, covers it thoroughly, and covers it forever. If the "subject" is involved, has more than one phase, it is better considered in separate paragraphs, one for each phase. A paragraph is like a black eye—it stands out. No one misses seeing it. It invites inquiry and consideration.

Modern business letters speak the language of ordinary people. Specialized and technical language may be required in some letters, but it is made as simple as possible. Ordinary sales language is written in the simplest form possible. It is never offensive, never exaggerated. It omits the superlatives. It avoids

slang. It goes on the assumption that "There may be ladies present."

With the increase of literacy in the United States, with more and more people coming to be high school or even college or university graduates, the letter, whether personal or a form, is free from egregious blunders in grammar and diction. In truth, there is a tendency to weigh, judge, and measure a company or a product by the letters one receives. The company that writes "advise" for "inform" may be sound financially, but we feel safer when it writes what it means. Most of us prefer to have the complimentary close in lower case letters, except for the first word. We like to think the good product is worth telling about in acceptable English.

But, if we are prodigal, we assume that even the mistakes are made in order to make the letter more friendly, more personal.

A Comment on Mr. Ryan's Article

I WANT to comment on just one of Mr. Ryan's statements—that Government letters have become human. Some of them I'll admit are really nice—especially those from the Treasury Department, suggesting that we buy some more War Bonds. The F.B.I. writes nice letters, too. (Of course, I always stay on the right side of the law, or have so far.) But the people in the Department of Internal Revenue learned letter writing from a different book. Old Scrooge and Simon Legree were co-authors of it, with some professional advice from Herod and Iago.

Almost every year the Department has informed me, in terms so stern that I could hear the handcuffs clank, that I didn't pay the previous year's income tax. They didn't say they might have mislaid the report or got my address wrong; they didn't ask *whether* I paid. They just told me.

And every time, scared out of my wits, I sat down and wrote back, telling them the date I paid, the amount of my check, and the number on it. Then did they say they were sorry? No. They just sat back and waited until another year.

I don't complain, even at home, about paying the Federal income tax. This year, especially, I agree with Ogden Nash, who said:

*Now I know what money is for.
It's going to let me into the war!*

But, like many other people, I resent the wording on the printed slip that says another installment is due. "Demand is hereby made," indeed! Whose government is this, anyway? Mine, as much as anybody's, isn't it? Why, even a draft notice begins with "Greetings" from the President himself.

I don't suggest that Internal Revenue should be subtle or apologetic, but the word *demand* and the insidious passive voice annoy me. Anybody who demands ought to come right out and be identified instead of hiding behind a verb.—*Vera Frantic*

An Earnest Request

From Our Circulation and Awards Departments

THERE IS a womanpower shortage in (among other places) the Circulation and Awards Departments of the BUSINESS EDUCATION WORLD. Details have to be handled as expeditiously as possible, and deviations from routine slow down the progress of the day's work so that *your* subscription to the BUSINESS EDUCATION WORLD or *your* students' awards for transcription or bookkeeping may be delayed.

When notifying us of a change of address, please give the *old* as well as the new address. The subscription files are geographic, and we cannot even find your stencil, let alone correct it, unless you tell us the old address.

If possible, have magazine subscriptions addressed to an individual. A magazine addressed to a school often belongs to nobody in particular, and the teachers who want the magazine do not get it.

If your permanent address is going to change before September, please notify us at once. Changes received from the Post Office during the summer are usually temporary addresses, and we do not change the subscription records.

Include your postal zone number, if any, on all correspondence.

If you are getting two copies of the B.E.W. and intended to order only one, please return to us both wrappers with instructions for correcting the situation.

We cannot be responsible for currency or stamps sent with orders. It is safer to send a money order or a check. Make checks payable to the BUSINESS EDUCATION WORLD. If you must send stamps, do not affix them to your letter. This may make it impossible for us to salvage them, and in such cases we are obliged to ask for an additional remittance.

The Lamp of Experience

HARRIET P. BANKER, EDITOR

IN lieu of rubber bands and paper clips—not always available these days—my students use the device described here as a means of finding their places in their notebooks.

Each student draws a vertical line on the inside front cover of his notebook, thus dividing the cover in half. The following headings are written over each of the two columns:

*Text Page Name of Article Notebook Page
or Letter No.*

The students also number the pages of their notebooks, entering the number in the center of the space below the last line on each page. Each day's work is readily indexed on the inside front cover.

The same procedure is used when the notebook is reversed. If the inside back cover contains shorthand outlines for brief forms or frequently used phrases, the last page of the notebook may be used for the index.

A quick glance at the index enables the students to find their assignments without leafing through their notebooks. The instructor also finds the index helpful in determining what work has been completed when notebooks are turned in for inspection. Also, should the instructor call for previous assignments to be read back, the students can locate them readily.

I am indebted to one of my students for the idea of this index. I noticed that she had so indexed her notebook, and I adopted the plan for the class.—*Mary A. Almeter, Technical High School, St. Cloud, Minnesota.*

Some Activities in a Typewriting Classroom

A TYPEWRITING bridge tournament affords a pleasant deviation from class routine. The tournament is conducted as follows:

Two students (bridge couples) progress from one "table" (four machines) to another if their errors are at a minimum. The least number of errors constitutes the highest score.

Four "hands" (four 1-minute tests) make a "game"; four games are played—that is, sixteen 1-minute speed and accuracy tests. Scores are kept on appropriate tally cards, and the cards are collected at the end of each period. Sixteen machines comprise four "tables" of bridge, but this number may vary as the number of players varies in the actual game.

As a special inducement, a prize of \$1 in War Savings Stamps is awarded to the student who keeps his error record lowest during the tournament, which usually lasts four days or four successive typewriting periods.

The tournament plan described here is not original, but it has proved gratifyingly successful in that it has raised the accuracy record of the students, especially those who were making too many errors.

We are also using military ratings in classifying the results of speed tests. The scores range from private to general (from 10 to 60 words a minute), the progressive grades including the twelve major divisions of the Army. One of the students is a colonel now, with a speed-test record of 52 words a minute, with 2 errors.—*Alice Kariker, Albany (Missouri) High School.*

—

A thousand dipping oars can less avail
Than heaven's breath that fills one ragged sail.
—Chinese proverb arranged by Arthur Guiterman in *Chips of Jade*.

AER Elects Officers

NEW OFFICERS of the Association for Education by Radio, elected by mail ballot, are as follows:

President: I. Keith Tyler, Co-ordinator of Radio Activities, Ohio State University.

1st Vice-President: Luke Roberts, Educational Director, Stations KOIN-KALE, Portland, Oregon.

2nd Vice-President: Robert B. Hudson, Director, Rocky Mountain Radio Council.

Secretary: Mrs. Elizabeth Goudy, Visual Aids for War Training, U. S. Office of Education, Washington, D. C.

Treasurer: George Jennings, Acting Director, Radio Council, Chicago Public Schools.

Vice-President, Region II: Sam Linch, Supervisor of Radio Education, Atlanta Public Schools.

Vice-President, Region V: John Gunstream, Director of Audio-Visual Education, Texas State Department of Education.

On the Lookout

ARCHIBALD ALAN BOWLE

58 NEATYPE is the name of the new type and platen cleaner. The Starkey Paper and Supply Company introduced the new fluid, which is so completely noninflammable, the makers say, that it can even be used to extinguish small wastebasket fires. It does not injure hands, fine fabrics, or fingernail polish. The four-ounce bottle is equipped with a specially made curved brush attached to the cap, simplifying the application of the fluid to surfaces to be cleaned.

59 "From Abacus to Monroe" is the title of an interesting and instructive brochure that tells a chapter in the story of calculating machines. If you want to know something of the history of this type of business machine—and who does not?—you should read this publication of Monroe Calculator Manufacturing Company.

60 Swing-Dex is a filing unit recently introduced by Business Efficiency Aids. It may be used as a four-purpose unit—a follow-up file, an alphabetic file, a subject file, or a collator. The unit consists of a complete set of thirty-one durable file pockets, suspended on a sturdy wood frame, and is designed to be placed lengthwise in the front of the deep

desk drawer or on top of the desk. All file pockets are equipped with four patented Ver/Tabs file hooks, holding them erect at all times. The hooks are permanently attached, and there are no parts to be lost or mislaid when pockets are removed. The overall height is 10 inches; the frame measures 14 inches in length and 12 inches in width.

61 "A pygmy user of floor space, but a giant in capacity" is the way Acme Visible Records describes a new type of record equipment. Veri-Visible, newly introduced, is designed to provide unusual advantages of visualized control of machine- and hand-posted records. According to the makers, the filed cards have three visible margins.

The Veri-Visible, which occupies only about six square feet of floor space, is finished in olive green to match other Acme equipment. It may be moved easily from place to place on its ball-bearing swivel casters, which are fitted with locking devices to hold the unit in place when in use.

62 AICO GRIP Index Tabs have parallel sides that hold inserted titles firmly and prevent their falling out. The molded tubular top (or edge) will not crack because it cannot be pinched together. This gives added strength to the tabs and prevents their warping. The skirt of the AICO GRIP tabs is made of the best quality linen so tightly woven that it cannot fray when cut. Because one side of the skirt is slightly longer than the other, applying the tab to paper is made easy.

63 "Teaching Mathematics with the Monroe Educator" is the title of a booklet well worth reading. It contains an introduction by Dr. David Eugene Smith, professor emeritus of Teachers College, Columbia University, and formerly head of the Mathematics Department, presenting a convincing case for the use of the calculating machine in the teaching of mathematics. The booklet includes specifications necessary for a machine for this purpose and explains the fundamental operating instruction of addition, subtraction, multiplication, and division. The brochure summarizes experiments that have been made in utilizing the Monroe machine for the purpose of teaching mathematics, thus stressing the *use* value of the machine.

A. A. Bowle

June, 1944

The Business Education World
270 Madison Avenue, New York 16, N. Y.

Please send me, without obligation, further information about the products circled below:

58, 59, 60, 61, 62, 63

Name

Add s.

School News and Personal Items



KATHERINE R. GOODWIN is now a lieutenant colonel in the Women's Army Corps, attached to Col. Oveta Culp Hobby's staff in Washington, D. C. In civilian life, Col. Goodwin was an instructor in business subjects at the Weaver High School, Hartford, Connecticut. She was

commissioned a third officer in the WAAC before the Corps was reorganized and served as WAAC Service Command Director for the First Service Command.

HARRY H. HATCHER, acting assistant principal and head of the commercial department of Mishawaka (Indiana) High School, was recently appointed treasurer of all nonbudgeted school funds and supervisor of the accounting for all local school funds that are raised by taxation and of those received from the state. P. C. Emmons, superintendent of schools, stated that the new position was created because recent legislation increases greatly the work of accounting.

Mr. Hatcher continues as head of the commercial department and will teach one class in advanced bookkeeping. Russel H. Stout has been appointed acting assistant principal to fill the position made vacant by Mr. Hatcher's advancement.

MRS. EMMA MORRILL SHIRLEY, for nine years head of the Secretarial Department at Baylor University, Waco, Texas, has joined the Women's Army Corps and expects to be assigned to the Eighth Service Command upon the completion of her basic training.

Mrs. Shirley taught in the public schools of Texas and at the University of Texas before going to Baylor. She served as secretary to former Governor Pat M. Neff and was for several years a secretary in the Texas Senate.

MRS. ETHEL HERRELL QUICK, commercial teacher in the Gray Ridge (Missouri) High School, as one of her hobbies specializes in artistic typing, sometimes using satin and linen instead of paper. She was recently notified by Julius Nelson, sponsor of the annual Artyping Contest, that she had been awarded first place in the colored-design division of this year's contest.

S. J. TURILLE was recently awarded the doctor's degree by the Graduate School of Harvard University. Dr. Turille is head of the Department of Commerce of the Kansas State Teachers College, Emporia, and received his M.A. at the University of Minnesota. He has been a high school principal in Nebraska, head of the Commercial Department of the College View High School, Lincoln, Nebraska, and has taught at Harvard University during the summer session.

The title of Dr. Turille's dissertation is "The Achievement of the Minimal Essentials in Consumer Business Information in Vocational Commercial Courses."

B. W. SPENCER, principal of the Merritt Business School and Central Trade School, of Oakland, California, was elected president of the California Business Educators Association at its annual convention, held in Los Angeles, April 29. Mr. Spencer succeeds Leland M. Pryor, head of commerce at Pasadena Junior College. Under Mr. Pryor's leadership, a very successful convention was held, with over two hundred persons in attendance.

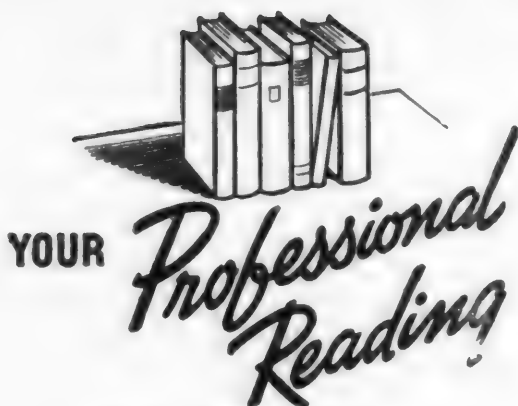
DR. I. DAVID SATLOW, Chairman of the Department of Accounting and Law at the Bushwick High School, Brooklyn, New York, was elected president of Rho Chapter (New York University), Phi Delta Kappa, for the coming year.

Dr. Satlow is also president of the Accounting and Commercial Law Teachers' Association of New York City and editor of the Commercial Education Association of New York and Vicinity.

ORTON E. BEACH, well-known New England business educator, has joined the staff of the Gregg Publishing Company as a field representative.

Prior to 1933, Mr. Beach was head of the Commercial Department of the Lowell (Massachusetts) High School for fifteen years. In 1933 he resigned that position to become head of the Department of Secretarial Science of Morse College, Hartford, Connecticut.

Mr. Beach has taught business-education methods courses at Boston University and Plymouth (New Hampshire) State Normal School. In 1929 he was president of the New England High School Commercial Teachers Association.



JESSIE GRAHAM, Editor

Prognosis, Guidance, and Placement in Business Education

J. Frank Dame, Albert R. Brinkman, and Wilbur E. Weaver, South-Western Publishing Company, Cincinnati, Ohio, 1944, 216 pages, \$2.

In wartime, government, industry, and education have found guidance important to the extent of employing many counselors to assume responsibilities not provided for in time of peace. It is becoming evident that guidance will be an essential function in facilitating adjustment to postwar conditions.

The authors of this book have foreseen the need for a statement on guidance in business education. They have collected articles appearing in periodicals, books on vocational guidance, and reports of guidance practices in several schools as a basis for their chapters on prognosis, case-study method, vocational conference, audio-visual aids, personality, job analysis, and placement as applied to business education.

They have thus made a complete summary of the available materials referring to guidance in business education, using many footnotes and bibliographical references. Sample forms are included in the appendix.

No definite conclusions are reached relative to certain topics, such as prognosis and personality development. Definite suggestions for carrying forward a school program are given for items such as guidance and the vocational conference.

Postwar Youth Employment

Paul T. David, The American Council on Education, Washington, D. C., 1943, 172 pages, \$2.

This study of population and employment trends results in the prediction that there will be a youth problem after the war, especially as youth will be outnumbered by older people. The solution suggested is public acceptance of the type of program advocated by the American Youth Commission—such as NYA and CCC—a dreary outlook for postwar youth.

Consumer Problems in Wartime

Kenneth Dameron, Editor. McGraw-Hill Book Company, Inc., 1944, 672 pages, \$3.75.

Everyone agrees that the manner in which the consumer manages his life is a factor in winning the war. Planning his spending, keeping strictly to his budget, selecting his daily food, paying the assessed taxes, co-operating with the Government in price control and rationing, conserving the goods he has, taking good care of his automobile, and investing in War Bonds—all these activities multiplied by millions help to determine the length of the war and the coming of victory.

To aid consumers in solving the many new economic problems they have to meet, Kenneth Dameron, of Ohio State University, has assembled the contributions of twenty-five specialists in marketing, economics, and home management. While he addresses the book to the adult consumer, he suggests that it can be used in adult and other consumer-education groups and as a guide to business firms in their dealings with consumers.

This group of authors defines consumer education in the manner generally accepted today, as more than buymanship, and including choice making, training in making selections, training in care and use of goods, training in personal economics, and development of appreciation of the consumer's important place in the economic picture.

The suggested outline for a consumer study program is based upon an analysis of the topics discussed and the objectives stated at 2,000 consumer meetings held in the United States between 1939 and 1942. The data were compiled from a study of newspaper reports of these meetings. Topics suggested by leading consumer educators for consideration in postwar consumer-education courses are listed.

The problems of consumption in a time of total war are made vivid by means of charts and other presentations of statistics. Special chapters are devoted to inflation and price control, rationing, taxation, investments—all in relation to wartime economics.

The section on marketing includes chapters on fundamentals of marketing, standardization and grading, labeling, retailing, wartime advertising, and business-consumer relations. In the treatment of controversial issues such as grade labeling, arguments for and against are presented, with no apparent bias.

The final section is made up of sixteen chapters dealing with specific consumer skills: household management, the buying of foods, selecting housing, buying and caring for household equipment, choosing textiles and clothing, caring for the automobile, enjoying recreation, and others.

A book of this type is of current interest, as it deals with changing subject matter. It has, however, many excellent features of lasting worth. It is the most complete guide available to today's consumer. The advice given is practical and sane. Every one of its more than 600 pages is filled with information needed by the consumer, presentation of a social point of view, practical suggestions for the care of consumer goods, or guides for further

reading; in short, helps toward intelligent consumption in wartime.

Latin American Economics

Paul R. Olson and C. Addison Hickman, John Wiley and Sons, Inc., New York, 1943, 279 pages, \$4.50.

The people of the United States are becoming increasingly aware of their neighbors, the Latin Americans. Spanish is gaining in popularity as a subject for study from elementary school to university; special education commissions study the music of the Americas, both North and South; committees investigate the treatment of history and living conditions in the textbooks used in all parts of the hemisphere; special motion pictures are made to cement hemispheric solidarity. It is, therefore, appropriate that we in business education should study the economics of Latin America.

Material for learning about the economic life of today is supplied in a book written by Paul R. Olson and C. Addison Hickman of the State University of Iowa. They impress upon us the complexity of the economic life of Latin America, varying from country to country, relative to dependence upon foreign trade.

The authors present the long-range economic trends and add their conclusions as to the effects of the war upon economy. They advocate no policy specifically, as they feel that political, sociological, military, and other considerations must be included in any recommendation of policy.

They desire that the book be accepted as more than an economic encyclopedia of South America and, to that end, provide a statement of their conclusions at the end of each chapter.

The Supervisor's Job

Anthony C. Baudex and Mark L. Brooks. McKnight and McKnight, Bloomington, Illinois, 1944, 128 pages (paper bound, pocket size), 80 cents.

This attractive little book is addressed to supervisors in industry, but there are many implications for education.

Written in outline form and generously illustrated with cartoons of a humorous nature, it represents a trend toward reduction of printed matter and expansion of visual aids.

From various sources have come recently booklets of this type: the minimum essentials of reading decimals, how to instruct, how to keep a stock record, etc. While materials of this nature cannot supplant the complete instructions included in standard textbooks, they may be used in training for specific tasks and as visual-aid clinchers for other instructional books.

Money-Go-Round

John J. Floherty, J. B. Lippincott Co., Philadelphia, 1944, 189 pages, illustrated, \$2.

Money is the root from which has stemmed a large part of the romance and adventure in the literature

of the ages. Money is playing a part in the present war, with the world bowed down under debts greater than any before owed. Although money plays a rôle in romance on the one hand and in war on the other, the fact remains that money is basically a token of work performed. John J. Floherty, the author of *Money-Go-Round*, writes from this point of view.

Ways of identifying the money used today and of detecting counterfeits are included in the section on United States money. Finally, there is good advice on the necessity for wise money management.

How War Is Changing Pacific Area Markets

Advancement of Business Committee, Pacific Advertising Association, Los Angeles, California, 110 pages, mimeographed, not available for distribution.

This report is mentioned as an excellent example of a study of the effect of war upon one phase of business activity and a prediction of postwar trends. The plan used by the Pacific Advertising Association in making this research could well be followed for any area of business education.

The study was made under the general chairmanship of a representative of the United States Department of Commerce. An associate chairman was selected to represent each state. With one exception, the state chairmen represent university schools of business. The state advisory committees are made up of businessmen—especially advertising men and publishers—and educators.

The first part of the report includes articles by specialists in marketing, population, consumer incomes, and the earning power of women.

The second section is made up of recent data on population, income, farm income, employment, consumer spending, retail sales, savings bank deposits, war contracts, and postwar demobilization estimates.

Say What You Mean

John B. Opdyke, Funk and Wagnalls Company, New York, 1944, 681 pages, \$3.75.

Under such subtitles as "Don't Misuse Words," "Don't Confuse Words," "Don't Misspell," "Don't Mispunctuate," Mr. Opdyke has included an enormous amount of material on errors in English diction and grammar, from the ancient rule against confusion of *shall* and *will* to warnings against profanity and the misuse of slang. There are few rules and no diagrams; the book is written rather as a kind of informal essay with voluminous quotations and examples. There is a short quiz at the end of each chapter.

This book is easy and entertaining reading, though its format does not make for quick reference. There is an excellent and exhaustive index, however, which provides a helpful guide for the reader.

Here, as in his other books, Mr. Opdyke argues for the purist; it is unlikely that he meets many people whose sense of language is so fine that they avoid the very common errors he warns against.—M.C.

Shorthand Practice Material

THE GREGG WRITER

Each month the B. E. W. gives in this department some 5,000 words of selected material counted in units of 20 standard words for dictation. This material will be found in shorthand in the same issue of THE GREGG WRITER.

What Happens When Your Hat Comes Down?

A Message from the Treasury Department

SOMEDAY the War will be over.

That'll be quite a day. But what about the day after?

No man knows just what's going³⁰ to happen then. But we know one thing that must *not* happen:

We must *not* have breadlines and vacant farms and jobless,⁴⁰ tired men in Army overcoats tramping city streets.

That is why we must buy War Bonds—now.

For every time⁵⁰ you buy a Bond, you not only help finance the War, you help to build up a vast reserve of postwar buying power.⁶⁰ Buying power that can mean millions of postwar jobs making billions of dollars' worth of postwar goods and a healthy,⁷⁰ prosperous, strong America in which there'll be a richer, happier living for every one of us.⁸⁰

To protect your Country, your family, and your job *after* the War—*buy War Bonds now!* (135)

Let's all KEEP BACKING THE ATTACK!

5TH WAR LOAN DRIVE ON FROM JUNE 12 TO JULY 8.

Facts You Should Know About Civilian Jobs With the Navy

at Headquarters in Washington, D. C.

By BETTY CLARK

U. S. Navy Civilian Service Representative

Q. WHY does the Navy need girls and women in civilian jobs in Washington?

A. The Navy Department needs girls and²⁰ women to work in Washington, in order to release enlisted personnel from clerical jobs. The need is⁴⁰ urgent, and an increasing number is needed for months to come. Clerks, typists, and stenographers are needed.

Q. What⁶⁰ are the requirements for positions as clerks, typists, and stenographers with the Navy Department in Washington?

A. The general requirements are that the applicants must

1. Be 17½ years old or over.¹⁰⁰

2. Qualify in a Civil Service examination—typing approximately thirty-five words a minute;¹²⁰ dictation eighty words a minute; clerks—a general clerical examination.

3. Be physically¹⁴⁰ capable of performing the work.

Q. What is the rate of pay for these positions?

A. The entrance salary for¹⁶⁰ these positions is \$146 a month or approximately \$34 a week.¹⁸⁰ Stenographers who have had a year of good secretarial experience can receive \$164²⁰⁰ a month.

Q. What living accommodations are provided for the girls coming to Washington to work²²⁰ for the Navy?

A. Housing is guaranteed by the Navy Department for the new employee upon her²⁴⁰ arrival in Washington. She is assisted by the Navy in securing just the type of room she desires²⁶⁰—a single room in a private home, which costs approximately \$25 a month; a double room, which²⁸⁰ is cheaper, or a room in one of Washington's college-like boarding houses, which cost from \$45 to³⁰⁰ \$55 a month. These rooms are carefully inspected by the Navy, as to location, personal facilities³²⁰ and transportation facilities available, and price. Meals may be secured at the Navy non-profit³⁴⁰ cafeterias, where a full-course dinner can be had for as low as fifty cents.

Q. What is the duration³⁶⁰ of the job and what are the chances for advancement?

A. Under Civil Service regulations, the appointment is³⁸⁰ for the duration of the war and six months thereafter. However, many young women will continue their careers⁴⁰⁰ in Government service after this war as they did after the first World War. The girl who comes into civilian⁴²⁰ service with the Navy Department at this time has many opportunities for advancement. There are⁴⁴⁰ numerous responsible jobs into which young women are constantly being placed.

Q. How does the applicant apply⁴⁶⁰ for one of these positions with the Navy Department?

A. The applicant should apply at the local Civil Service⁴⁸⁰ office, if there is one in her town; if not, she can submit her application for employment with the Navy.⁵⁰⁰ Department in Washington at the local United States Employment Office. She can also secure the⁵²⁰ necessary information regarding application at the local post office. If there is a Navy⁵⁴⁰ Civilian Recruitment Representative located in her town, she should, of course, contact this Representative.⁵⁶⁰ The applicant will no doubt be able to take the Civil Service examination right in her home town.⁵⁸⁰ Upon qualifying, she will receive her appointment with the Navy and then be transferred to Washington at⁶⁰⁰ the expense of the Navy Department.

Q. What outside activities are provided for Navy civilian workers⁶²⁰ in Washington?

A. There is a Navy Counselor located in every

Bureau of the Navy Department,⁶⁰⁰ who is there to serve as the employee's "best friend." She will advise regarding personal problems, afterwork⁸⁰⁰-hour activities, educational programs for study in night schools, church functions, etc. The Navy³⁰⁰ Department holds regular dances every two weeks for Navy civilian girls, at leading hotels. There are⁷⁰⁰ numerous clubs for Navy civilian workers, such as tennis, riding, hiking, dramatics, etc., and⁷²⁰ Navy girls are continually being called upon to serve as hostesses at USO parties and dances.⁷⁴⁰ Many an afterwork hour can be spent seeing the famous sights of Washington, too.

Q. Does the Navy Department⁷⁶⁰ want to hire those women already employed?

A. The Navy Department is not interested in those persons⁷⁸⁰ who are already employed in war work of equal or higher skill, nor in those women who can and will join the⁸⁰⁰ Services.

Q. How do the girls like working for the Navy in Washington as civilians?

A. Every day girls are⁸²⁰ heard to say that they are happy to be a definite part of such a vital war job. (836)

The Importance of English for Business Education Students

By MADELINE C. GORMAN
in "Business Education Observer"

WORDS are our principal means of communication with one another. They are the stuff of which we make our thoughts.³⁰ So it follows that the accuracy, flexibility, scope, and subtlety of one's thinking depends to a⁴⁰ large extent upon his resource of words. We might go further and say that clear thinking is the basis of clear speech⁶⁰ and clear writing.

Applying this thought to the business education student, he may be definitely handicapped⁸⁰ in his school work if he is unable to express his thoughts and ideas adequately. Then, too, irrespective¹⁰⁰ of the position for which he has been training, his initial contact with the commercial world will be¹²⁰ made through the medium of English either verbal or written. The impression he will make on a prospective¹⁴⁰ employer will be contingent on whether or not his command of English is adequate enough to write a¹⁶⁰ convincing, well-constructed letter of application or to participate in a satisfactory¹⁸⁰ interview. To speak correctly, easily, and fluently is not the attribute of a public speaker only,²⁰⁰ it is demanded in everyday routine contacts.

A command of good English is an asset in the²²⁰ subsequent successful and efficient pursuit of practically all office positions. Take, for example, the²⁴⁰ lowest classified position in the office scale—that of messenger. If, in relaying the messages as²⁶⁰ part of his duties, his speech is slovenly, his words ambiguous, his grammar poor, the messenger is not²⁸⁰ considered a likely prospect for advancement to a more responsible position; in fact, he is not judged a³⁰⁰ competent incumbent of his present position.

The desirability of good speech habits becomes more³²⁰ apparent as an individual progresses in the business field and is promoted to positions of³⁴⁰ increased responsibility. Explanations, directions, etc., must be concisely, carefully, and³⁶⁰ correctly worded. Precision is needed so that misunderstandings will not occur in procedures where the³⁸⁰ de-

sired results hinge upon accurate transmission of ideas. There are certain positions, such as billing-⁴⁰⁰ machine operator, comptometer operator, file clerk, tabulating-machine operator, etc.,⁴²⁰ where a command of English is not a primary factor. However, many jobs, such as that of salesman,⁴⁴⁰ receptionist, telephone operator, secretary, order clerk, purchasing clerk, call for continual⁴⁶⁰ personal contacts with staff and customers, while others involve the use of the telephone to a⁴⁸⁰ considerable degree. It is becoming increasingly desirable that good diction be developed in school⁵⁰⁰ to equip business education students for this type of work. In contact work, the employee acts as a⁵²⁰ representative of the company and reflects the judgment and discernment of the organization in⁵⁴⁰ selecting him for this particular type of work.

In the majority of office positions, the ability⁵⁶⁰ to write English correctly is not merely an asset; it is a requisite. Many business school students⁵⁸⁰ are being trained as typists and stenographers, and these are two popular categories where a sound knowledge⁶⁰⁰ of English is a vital item of stock-in-trade. The prospective typist or stenographer who is not equipped⁶²⁰ with a thorough training in Business English is inadequately prepared for a business career. By this⁶⁴⁰ I do not mean that the stenographer must know how to write a series of convincing collection letters or⁶⁶⁰ that he should be able to conduct a high-powered advertising sales campaign by letter. This specific training⁶⁸⁰ is not demanded for beginners' jobs, although it is desirable for the student to be acquainted⁷⁰⁰ with the composition of the various types of business letters and reports for later use as he progresses.⁷²⁰ What the novice should be sure of; however, is that the finished product for which he is responsible is⁷⁴⁰ faultless as to spelling, capitalization, punctuation, syllabication, grammar, and construction. These⁷⁶⁰ may seem very commonplace points to emphasize, but I speak from experience when I say that they are the ones⁷⁸⁰ most frequently neglected. Errors in these particulars may distract the reader's attention, may result in⁸⁰⁰ lack of clearness, and usually cause an impression unfavorable to the success of the letter or⁸²⁰ report. Errors in grammar make a definitely unfavorable impression. The writer and, through him, his⁸⁴⁰ organization, lose standing and prestige.

I have often made the statement that the stenographer's or typist's⁸⁶⁰ knowledge of the fine points of English should be more comprehensive than that of her chief. Many employers are⁸⁸⁰ thoughtlessly careless where grammar, punctuation, etc., are concerned because their main interest is in the⁹⁰⁰ thought content. Such men depend on a competent stenographer to produce an accurate, well set up piece of⁹²⁰ work.

Vocabulary is a phase of good English which becomes increasingly important with the assumption⁹⁴⁰ of more responsible positions. In business as in social life, the more words we have and use, the more ideas⁹⁶⁰ we are able to enjoy, the greater variety of expression we can indulge in, and the more⁹⁸⁰ readily will we grasp instructions and directions. Growth in the power of expression requires a steadily¹⁰⁰⁰ increasing vocabulary. The student who has acquired the dictionary habit and who strives to expand his¹⁰²⁰ resources of words constantly, will find that he possesses a decided advantage.

In certain fields of office¹⁰⁴⁰ work, creative writing ability is of prime importance and here the cultivation of a literary¹⁰⁶⁰ style is a major factor. To the composer of advertising material, for instance,

clarity¹⁰⁹⁰ of expression, logical presentation, and the old familiar unity, coherence, and emphasis¹¹⁰⁰ guide-posts, must accompany imagination and originality. . . It does not commonly fall to the¹¹²⁰ lot of the beginner to cope with these problems. He will find, however, that if he has the background of good English¹¹⁴⁰ he has the foundation on which he can work toward such activities.

Most large organizations include in¹¹⁶⁰ their job specifications the qualification that the applicant must be able to pass a test in English.¹¹⁸⁰ (Many relaxations of requirements for positions have come about as a result of the current¹²⁰⁰ manpower shortage, but normal standards for peacetime operation will, we hope, prevail before too long.) Again, when¹²²⁰ organizations undertake training courses for office employees, English is invariably included¹²⁴⁰ as a "must" on the list, mainly because employers have experienced a deficiency along this line¹²⁶⁰ among their workers and they feel it to their definite advantage to raise the standards in both diction and¹²⁸⁰ correspondence. One may tactfully conceal ignorance in other subjects, but every time a word is spoken¹³⁰⁰ or a sentence written education and culture are judged. Consequently, correct English occupies a¹³²⁰ position of primary importance in the education of the student of business. (1336)

1944 Paper Salvage Quota Eight Million Tons

"EVERYONE knows there is going to be an invasion," General Somervell said, "and there's a lot of talk²⁰ about victory being within our grasp . . . but the toughest job any warring country ever had is still ahead⁴⁰ of us—and there can't be any question of too little or too late with our supplies. . . There are more than seven⁶⁰ hundred thousand items for the armed forces that require paper packing."

Donald M. Nelson, Chairman of the⁸⁰ War Production Board, has set the 1944 quota for salvaged paper at eight million tons, which¹⁰⁰ will require the collection of six hundred sixty-seven thousand tons a month. (114)—*National Association of Manufacturers*

Letters on "Modified" Phrases

Dear Mr. Clayton:

Thank you for your order for 500 feet of film. I am sorry, however, that it will⁷⁰ not be possible to fill it at the present time.

I am sure that I do not need to say why the film is out⁹⁰ of stock. You need only to look in newspapers and magazines to see where it has gone.

It takes a whole lot of¹¹⁰ film to record all the action that is now taking place in the world. In addition to the pictures we see of¹³⁰ actual war scenes, perhaps one of the most important parts that film plays, and about which we do not hear a great¹⁵⁰ deal, is reconnaissance. As one of the German generals put it, the side with the better reconnaissance has¹⁷⁰ all the advantages. I am sure then, Mr. Clayton, that you do not mind sacrificing some of the film that¹⁹⁰ you have been used to having so as to make certain that our side has all the advantages.

I am placing your¹⁰⁰ order on file and everything will be done to fill it as soon as possible. I hope to receive more film¹²⁰ in a few weeks. I will be sure to set aside some for you.

Cordially yours, (194)

Dear Mr. Morse:

Our Board of Directors has decided to build a plant in your city as soon as possible²⁰ so as to speed up our shipments of vital war materials to one of the large shipbuilding yards located⁴⁰ there, with whom we have been working hand in hand during the last few months. It will, of course, save a great deal of time as⁶⁰ well as labor to be located as near as possible to it.

I have been assigned to visit your city⁸⁰ for a few days in order to determine the best possible location and to make plans to begin construction¹⁰⁰ as soon as possible.

I am planning to leave at once and shall consider it a great favor to have your¹²⁰ fullest coöperation in regard to the matter.

Yours truly, (132)

Dear Mr. Lane:

In reply to your telegram, it will give us great pleasure to accommodate you and the other²⁰ members of your purchasing department on your visit to our city next week. Rooms at \$5 have been⁴⁰ reserved for you.

Thank you for wiring us. It would have been embarrassing to us as well as to yourself had we⁶⁰ not been able to accommodate you.

Yours very truly, (71)

We Take a Trip

By SADIE BRUCE

Written as a review of the principles of
Chapter Twelve of the Manual

WHERE did I purchase my automobile? Well, that is a story.

In June, 1941, my wife and²⁰ I started across the continent from Oregon, on the Pacific Coast, to the Atlantic, passing through⁴⁰ Washington, Idaho, Montana, North Dakota, Minnesota, Wisconsin, Indiana, and Illinois. We⁶⁰ were traveling by train to Detroit, Michigan, to buy our car direct from the factory in that largest center⁸⁰ in the world for manufacturing automobiles.

On our way there, however, we spent some time touring¹⁰⁰ Chicago, accompanying friends who owned a large estate just outside the city.

Arriving at Detroit, we went¹²⁰ to a large hotel, where the clerk at the desk kindly assisted us in planning our trips about town, designating¹⁴⁰ the best streets to follow. We got plenty of exercise as we walked about, but this was of benefit to¹⁶⁰ us, inasmuch as we had spent so long on the train. A guide book is indispensable to a stranger in getting¹⁸⁰ about in a large city.

Everywhere they were discussing the strike, which was already being²⁰⁰ investigated by a legislative committee. The next morning, however, we were able to go to the²²⁰ factory where they manufacture the car we wanted, and we purchased ours. Many persons from the West do this, thus²⁴⁰ saving freight.

In this country, an automobile is no longer con-

dered a luxury, but a necessity.³⁰⁰ All merchants—even many messenger boys—need cars. Some persons have mortgaged their property in order to⁷⁰⁰ buy an automobile. One could negotiate a loan for the purchase of a car if he did not have enough³⁰⁰ ready cash with which to pay for it. Before the war some men used to buy cars as Christmas gifts. From Detroit we drove²⁰⁰ to Boston, Massachusetts, by way of Buffalo and Albany, New York.

While in Boston we met an architect³⁰⁰ with whom I had gone to school many years ago in California. His father was an attorney in³⁰⁰ San Francisco. They were very wealthy at one time, but after they lost their entire fortune—went bankrupt. As a³⁰⁰ consequence, this architect found it necessary to work hard in order to get an education. Having⁴⁰⁰ taken a commercial course in high school, he made application and obtained a position as bookkeeper for⁴⁰⁰ a merchant and worked while attending college. For a time he was secretary to a member of the State⁴⁰⁰ Legislature. A person with so much energy and determination is sure to succeed.

From Boston we went⁴⁰⁰ to New York City, stopping on the way in New Haven, Connecticut, where we had no difficulty in⁴⁰⁰ locating a professor at Yale University who was a former pupil of mine.

We stayed in New York City⁵⁰⁰ for several days, seeing the sights of that great metropolis. We found it difficult to get about through⁵⁰⁰ the traffic, but those who were familiar with the city seemed to have no trouble at all.

We celebrated the⁵⁰⁰ anniversary of our country's Independence at Washington, D. C., where we arrived July 3. We were⁵⁰⁰ delighted with the beauty of the city, and were greatly interested in attending sessions of Congress,⁵⁰⁰ where we saw our democratic form of government functioning. We visited the White House, the Library of⁵⁰⁰ Congress, the headquarters of the Federal Bureau of Investigation, the Pan American Building, and⁶⁰⁰ saw some of the Embassies.

Every citizen of the United States should visit Washington! We rode along⁶⁰⁰ beautiful Pennsylvania Avenue, which leads from the White House to the Capitol, and pictured the scene⁶⁰⁰ in our mind's eye as it looks as the procession moves along it when the President of the United States is⁶⁰⁰ inaugurated at the beginning of his administration. Several persons we know have obtained Civil⁷⁰⁰ Service appointments in Washington.

Leaving there, we stopped in Philadelphia to pay a visit to⁷⁰⁰ Independence Hall, where the Declaration of Independence was signed. In Ohio we stopped at factories where⁷⁰⁰ glass and pottery are manufactured.

We hurried through Missouri and Kansas in order to avoid the extreme⁷⁰⁰ heat. Crops were dying for lack of rainfall, and water for stock was at a premium.

When we came to Denver,⁷⁰⁰ Colorado, we found it much cooler. Denver is a very attractive city. It is conspicuous for⁸⁰⁰ its many brick homes and the beautiful mountains round about. No one could be disappointed in the scenery!⁸⁰⁰ A salesman from Texas with whom we had a conversation told us that he had never seen anything to compare⁸⁰⁰ with it.

After driving two days through the Rockies and along the beautiful Colorado River, we came⁸⁰⁰ to Salt Lake City, the Mormon city. We spent a forenoon at Temple Square and had the privilege of hearing⁸⁰⁰ the famous Tabernacle organ and choir.

Our guide told us about the doctrine of the Mormon church. He also⁹⁰⁰ told how the early settlers learned to cultivate the desert.

From Salt Lake City we traveled north and west through⁹⁰⁰ Idaho and back into Oregon, our own state; thus concluding our journey. Everywhere we had been we had⁹⁰⁰ found excellent accommodations. We had traveled through half of the states in the Union and had had a grand time⁹⁰⁰ and a variety of experiences; but we found that we were more than ever attached to our own⁹⁰⁰ state. We thanked God for the glorious nation in which it is our privilege to live. (995)

A Chance to Serve at the Front

From "The Kalends of the Waverly Press"

AN AMERICAN SOLDIER—a relative of yours, perhaps, or a friend—lies in a field dressing station on the²⁰ battle front, the victim of a shrapnel burst. Fellow soldiers can cheer him up, a chaplain can comfort him, doctors⁴⁰ can ease his pain with hypodermic injections. But *you* have the greatest opportunity of all.

You can save⁶⁰ his life.

The pint of blood you give to the Red Cross will go directly to the battlefield for just that purpose. And⁸⁰ the process of making your donation is a simple and painless one.

You'll be given a simple test, to make³⁰⁰ sure that you are physically able to give your blood. Then you'll lie on a comfortable cot, with a skilled nurse¹²⁰ in attendance—and you won't feel a thing. You won't see any blood, and almost before you realize it, the process¹⁴⁰ will be completed and you'll be back in the reception room, ready to resume your day's activities. It's¹⁶⁰ a good idea to go easy on heavy exercise for a short time after a donation, but there aren't¹⁸⁰ any unpleasant after-effects.

This is the first war in history in which those who must remain at home have²⁰⁰ been privileged to serve at the very battle front.

Call the Red Cross now, and make an appointment to save a soldier's life. (221)

All-Out ARLENE

Briefed from the story by H. I. PHILLIPS

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PART II

IT'S A GREAT TRIP to Daytona Beach, and do we have⁴²⁰ fun! We couldn't get more attention if we were in a Hollywood Cavalcade. There's a band and a big crowd at⁴⁴⁰ the station to welcome us. With the Waacs who meet us are quite a few⁴⁶⁰ service men who help us carry our luggage and⁴⁸⁰ pile it into army trucks into which we climb. And we're on our way to the barracks at "Tent City."

First of all¹²⁰⁰ I am tagged with a 3-by-5 inch placard which makes me think the Waacs have a scrub football team and I have made it¹⁸⁰⁰ already. But every girl gets one, and the letter on it assigns her to a training company and barracks.¹⁸²⁰

In a few minutes, in bunches of about twenty, we are given our first taste of awkward-squad routine and¹⁹⁴⁰ escorted to the clothing center. We

didn't dream we would be uniformed the very day we got in.

The sudden¹⁸⁰⁰ absence of frills and flounces is startling. Presto!—and the girl I have always been disappears and I am a¹⁸⁰⁰ new personality.

THIS IS CLASSIFICATION DAY. We are interviewed by a Classification Officer,¹⁶⁰⁰ who is evidently determined to make no mistakes—to be sure that no bookkeepers find themselves overhauling¹⁶⁰⁰ autos and that no girls who are wonderful cooks get sent on some important assignments as camouflage workers.¹⁶⁰⁰

While I do not deny I have been a stenographer, I give the questioner a sales talk on my experience¹⁶⁰⁰ driving the family car and tell him I would like to drive for Uncle Sam.

I'm all "processed" now and lucky¹⁶⁰⁰ enough to begin my "basic" in one of the hotels taken over by the Government.

We get into¹⁷⁰⁰ the full swing of army life today. It's all done by bugle calls from now on. One thing I find out immediately¹⁷⁰⁰ is that I will have to beat that blast which is called "First Call" and comes at five forty-five. Because the second blast¹⁷⁰⁰ means reveille, and five minutes later we must assemble in front of the barracks for roll call. Which gives a girl¹⁷⁰⁰ a little over fifteen fleeting minutes to get up and dress. From this point on everything will be strictly¹⁷⁰⁰ "on the double," with "Make it snappy, sister!" and "Let's go girls!" the order of the day—and many a night.

None of us¹⁸⁰⁰ knows a thing about drilling. So it is quite a job at first to get us to understand formations and commands. (1820)

• • •

DEAR ARLENE:

I found out what train you were going on just too late. I tried hard but couldn't make it. I don't¹⁸⁴⁰ understand why you didn't let me know. I certainly wanted to say good-bye and wish you luck with the Beauty¹⁸⁰⁰ Battalions.

I guess you will be glad to know I am going to chuck everything and try to get into the¹⁸⁰⁰ volunteer officers' corps at once. I've taken the preliminary steps and you rate an assist on the play.

I¹⁹⁰⁰ should have done it long ago and am sorry I didn't. I hope you are finding army life okay so far.

Well,¹⁹⁰⁰ as long as I am all right with you and square with myself everything seems perfect, so shoot me a few lines telling¹⁹⁴⁰ me I am back in good standing.

Terry

DARLING TERRY:

You'll never know what a lift your letter gave me. I¹⁹⁰⁰ mean I'm positively in the stratosphere. I'm so happy over your decision.

You're back in good standing and¹⁹⁰⁰ how! All's well with me, especially since I got this last letter. Keep me informed, and all the luck in the world to²⁰⁰⁰ you.

Arlene

DEAR MOTHER:

Is your little Arlene having her life turned upside down? The bugler is slaying me. A²⁰⁰⁰ few split seconds to wash, dress, and doll up—no more, no less.

I would have said no girl could get dressed and ready for business²⁰⁰⁰ in any such time, but here I am doing it and reporting in full uniform with

nothing left under²⁰⁰⁰ the head of unfinished business.

It is no picnic, but I like it, although if Mr. Batson on my old job²⁰⁰⁰ had asked me to do as many things in a week as I do here in a day, I would have complained to Senator²¹⁰⁰ Wagner.

When the war is over, I will make some man a wonderful general-utility worker with no²¹⁰⁰ objection to long hours.

Watch out for yourself, Mom, and give my love to Dad.

Your loving daughter,
Arlene

• • •

SUNDAY

WE²¹⁴⁰ had a talk today from Major Florence Butts on our duties and responsibilities. It was a pep talk and²¹⁶⁰ got me all emotional. When she finished, I wanted to be through with training and off somewhere near the fighting²¹⁰⁰ fronts, really helping.

WEDNESDAY

Some of us have "pin-up men" in our barracks, just as the boys in the army have²²⁰⁰ their "pin-up girls." From the pictures some enlistees have put up they must be in love with gremlins.

Nellie Shaw has a²²⁰⁰ big magazine picture of Henry Fonda on the inside of her locker. I saw her cutting out a picture²²⁴⁰ of Ronald Coleman today. She says he's a "spare."

Mrs. Tribble's "pin-up boy" is an old print of General Robert²²⁰⁰ E. Lee. Sometimes she sits and looks at him as if she expected a letter from him any minute. She's quite²²⁰⁰ old. Nearly forty, I think.

FRIDAY

The classroom work makes me astonished at my own ignorance. I never knew²²⁰⁰ I was in the dark about so many things. It seems to me we have classes in almost everything a woman²²⁰⁰ could do, except elementary well-digging and advanced house-painting.

When my basic is over there should²²⁴⁰ be nothing in this war I can't take a fling at, except tank-destroying.

I am even getting so I can read²³⁰⁰ maps!

And I am mastering military customs, gas warfare, sanitation, first aid, and identifying²³⁰⁰ chemical agents. And by chemical agents I don't mean exterminator men.

I'M GOING UP in the army.²⁴⁰⁰ They've made me a sergeant. A corporal was the best I had expected at this time, and how I get a²⁴⁰⁰ sergeancy is a mystery. Maybe it was meant for somebody else, but I'm not double-checking. I can't help looking²⁴⁴⁰ at the chevrons. It thrills me like my first orchid.

What a sense of authority and power it gives a girl!²⁴⁰⁰ From now on I don't take KP detail, I dish it out!

My promotion complicates certain matters. I've got a²⁴⁰⁰ date with a private tonight. And I'm keeping it, no matter what it does to army class consciousness.

• • •

DEAREST SARGE:²⁵⁰⁰

Congrats on your rapid rise in the Charm Chasseurs.

I hope to get word to proceed to some officers' training center²⁵⁰⁰ soon, so don't steal a further lead on me.

Well, with you and me in the army together, the war is as good²⁵⁴⁰ as won. Don't get promoted in the Female Zouaves too fast. I respect you and everything, but I would feel²⁵⁶⁰ funny saluting you. Well, Arlene, it is great to have everything jake between you and me again, and I²⁵⁸⁰ am cooking on all four burners again. You are a swell kid. I will keep you informed.

Adios,
Terry²⁶⁰⁰

. . .

EVERYBODY has heard from the men about their war aims. But what about women's war aims? Some of us are at the²⁶²⁰ recreation center listening to a senator sounding off about his demands for the postwar world, and²⁶⁴⁰ somebody suggests that the girls be heard from.

Later I jot down my ideas of what I am fighting for. I only²⁶⁸⁰ do it for fun, but they get around among the girls, and Second Officer* Pearl Jensen asks if I mind if²⁷⁰⁰ she sends them to the local newspaper.

I give her the stuff, and it comes out in the paper a few days later.²⁷²⁰

Seeing it in print goes to my head, and the next thing I know I write a piece about the flag and it gets into²⁷³⁰ the camp bulletin:

"The flag never meant so much to me as now when I see it whipping in the wind when we²⁷⁴⁰ assemble for the 'retreat' at the end of the day. I always loved it and all that; now it makes my heart pound.

"At this²⁷⁶⁰ sunset ceremony, when it comes slowly down to be gathered carefully into tender hands at the foot of²⁷⁸⁰ the staff, with all the camp at attention, it gets under my skin. It seems alive and trying to say something.

"It²⁸⁰⁰ does say something.

"It says, 'I'm the greatest flag on earth! I'm a living, fighting thing! I'm a symbol of all you hold²⁸²⁰ dear; of everything really important. I'm a clarion call, a war whoop, and a battle cry; a²⁸⁴⁰ benediction, a song, and a greeting of love and devotion.

"I stand for Life, Liberty, and the Pursuit of²⁸⁶⁰ Happiness; and for Indignation, Power, and the Pursuit of Hitler.

"In me you see the spirit of Washington,²⁸⁸⁰ 'Old Put,' Ethan Allen, Captain Prescott, and Paul Revere.

"I embody the stark courage of Bunker Hill and²⁹⁰⁰ Lexington; of Trenton, Valley Forge, of San Juan Hill, Chateau Thierry, and Belleau Wood.

"I was born of a woman!²⁹²⁰ And conceived by the spirit of America.

"And how thrilled Betsy Ross would be if she could stand here and see all²⁹⁴⁰ you women in uniform worshipping the flag in silent, simple dignity!"

"I really seem to hear it²⁹⁶⁰ talking something like that, only getting the message across better. It makes me all fluttery inside. My fingers²⁹⁸⁰ twitch, and I feel like I could laugh, cry, and scream all in the same breath."

Well, it makes quite a hit, and a few days later³⁰⁰⁰ I'm sent with a group of enlistees to a Women's Club war-bond luncheon to read it. Then, the following week³⁰²⁰ I get my wish and am assigned for training to the Motor Transport classes. Maybe as a sort of reward.

. . .

I'M³⁰⁴⁰ DRIVING A JEEP through one of those desolate stretches God forgot in the Florida back-

country when I have an³⁰⁶⁰ experience that would be cut out of a movie scenario as too fantastic. Only this morning I³⁰⁸⁰ am complaining that nothing ever happens to me, and as I'm dreaming along, I hear a plane close overhead.³¹⁰⁰

Suddenly I see something billowy below it and realize that the pilot's bailed out. I watch him breathlessly.³¹²⁰ A wind carries him far across a patch of pine woods, and he is headed straight for as big a swamp as I have ever³¹⁴⁰ seen. I start shouting for help, but there isn't a living thing around except a couple of mules, who look³¹⁶⁰ amazingly disinterested.

I step on the gas, and drive as far as possible through the woods in case he needs³¹⁸⁰ help. I keep watching him, my heart in my mouth. His chute carries him over the woods, and it is plain to see he is³²⁰⁰ coming down in the middle of that swamp. My jeep is not the amphibious type, and I'm running perilously³²²⁰ close along the edge of the marshes, wondering what to do next, when I spy a flat-bottomed rowboat in the last³²⁴⁰ stages of decay. It is half full of water, and getting it emptied is no light task. There is one oar in it,³²⁶⁰ so I grab that and paddle toward him. He is in the worst part of the swamp, and his chute has fallen over him. I³²⁸⁰ can see him struggling underneath it. Getting through this thick tangle of weeds and morass is a job, but I manage³³⁰⁰ to make it. I pull the chute away and drag him out, half drowned and half suffocated. He is only semiconscious³³²⁰ but he hangs onto the boat and we get to solid footing. I can see he is a naval pilot, and I³³⁴⁰ help him through the woods to my jeep. He's plenty groggy, but when I get him into the car he looks at me and mumbles.³³⁶⁰

"Hello, Brooklyn."

"Hello, yourself," I answer before I have time to think there's anything strange in this greeting³³⁸⁰ from a perfect stranger.

"Did you say, 'Hello, Brooklyn,' or am I hearing things?"

"I said, 'Hello, Brooklyn,' all right," he³⁴⁰⁰ answers.

"You're delirious," I say. "Just settle down and we'll get you to a hospital."

"Are you still getting two³⁴²⁰ quarts of Grade A every other day?" he insists.

"What is this, anyhow?" I ask.

"Don't you remember Paul?" he³⁴⁴⁰ inquires.

"Paul!" I gasp. It is Paul! Paul Berger, and it seems but yesterday that he, our milkman's boy, was depositing³⁴⁶⁰ the bottles on my back porch, stopping to chat for a minute with Mom or myself. It is dawning on me now³⁴⁸⁰ that he has come through the kid phase beautifully, and we both start to laugh. But he passes quietly out on me³⁵⁰⁰ and I'm scared stiff, I step on the gas because the boy needs medical attention badly.

"Two Grade A! One half-pint³⁵²⁰ of cream! . . . Yes, ma'am. . . Giddap," he mutters incoherently, his head on my shoulder.

"Steady," I say. "It's all³⁵⁴⁰ delivered. Everything is okay."

"Sorry about breaking bottles," he rambles on.

"Whatever you broke today,³⁵⁶⁰ it wasn't bottles," I answer.

"Can't stop for empties this morning. . . Maybe tomorrow," he rambles on.

"Tomorrow³⁵⁸⁰ will be all right," I laugh, with one arm around him to keep him from falling out. One fall a day is plenty, I think.³⁶⁰⁰

"Used to jump off wagon in motion . . . leave milk . . . jump on again," he says, his eyes clearing.

"The jumps were shorter in those³⁶²⁰ days," I

* Title would now be Second Lieutenant

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remark as I pull into a gas station and phone ahead what has happened.

"I remember now. Plane went³⁶⁴⁰ out of control. Bailed out. Fell into swamp. How did I get out?" he mutters when I climb back in.

"It was a directive,"³⁶⁵⁰ I say. "How are you feeling now, Paul?"

"Okay, Brooklyn," he laughs, "It's a small world."

"And ain't it a wonderful war!"³⁶⁵⁰ I exclaim.

Well, he certainly has developed into the strong, magnetic type, and his milk-wagon days are³⁷⁰⁰ definitely of another era. He explains that he worked his way through college, studied aviation, got into³⁷⁵⁰ the naval air corps, and was trying out a new single-seater experimental scouter when it went wrong.³⁷⁴⁰

When we reach Daytona, there's a mob of photographers and newspapermen around. I say as little as³⁷⁶⁰ possible, but Paul is still in a partial dimout and tells all about me and the milk route and everything. It³⁷⁸⁰ comes out that afternoon, with headlines such as "Boy Meets Girl—By Parachute." "Waac Rescues Pilot, Finds Him Home Town Friend,"³⁸⁰⁰ etc.

Well they check him up at the hospital. He's all right after a couple of days, and the first³⁸²⁰ thing he does after getting out is to look me up and make the most touching speech of gratitude I ever heard.³⁸⁴⁰ He puts more into it than the occasion requires. But I love it.

He takes me to dinner and then to a dance.³⁸⁶⁰ It is really a lovely interval.

The last thing he says to me, with that big heart-warming grin, is, "I'll never³⁸⁸⁰ forget you saved my life." (3885)

(To be continued in the September issue)

By Wits and Wags

"THAT'S a nice umbrella you've got."

"Yes, but it's not really mine. I was walking home in the pouring rain and saw³⁰ a young man going my way with an umbrella. I thought I would ask him if he would let me share it with him, so⁴⁰ I went up and said, 'Where are you going with that umbrella?' And he threw it down and ran off as fast as he could!" (60)

MOTHER: Billy, why aren't you in bed?

Billy: There's a mosquito in my room.

Mother: He didn't bite you, did he?²⁰

Billy: No, but he came so close I could hear his propellers. (31)

THEY were on their honeymoon, and she regarded him as the most wonderful being in the whole world.

They strolled along²⁰ the seashore. Suddenly he stopped and, in a fine poetic frenzy, declaimed: "Roll on, thou deep and mighty ocean,⁴⁰ roll!"

"Oh, look, George!" she cried in ecstasy. "It's doing it!" (51)

"DOCTOR," called the small boy, "mother says will you please come round to our house, quick!"

"Who is ill?" asked the doctor.

"Everybody³⁰ but me. I'd been naughty, so they wouldn't give me any of the nice mushrooms father picked in the woods." (39)

CIRCUS man searching for elephant that has escaped: Say, Uncle, have you seen anything of an elephant around²⁰ here?

Uncle Ezra: No, sah; Ah ain't seen no elephant, but Ah did see a great big gray bull eatin' mah corn⁴⁰ with his tail. (42)

Everybody Happy

(June Junior O. G. A. Test)

Dear Madeline:

You are doing your bit for Uncle Sam and our Allies when you remain on the farm. Food is as²⁰ important to winning this war as ammunition. We men need both—and it would help ease our minds to know that the⁴⁰ women folks back home have plenty to eat also.

We are moving up very soon now, and the Big Show will be something⁶⁰ I don't want to miss. Don't worry, and keep up the good work.

Tell Sally I have been thinking of her and she is⁸⁰ not to become too friendly with the slickers while I am abroad. I like that expression. Sounds big, doesn't it?

Write¹⁰⁰ me—and no tall stories about the corn, either. Don't take any wooden nickels.

Love,

Al (116)

Patriot Dollars

(June O. G. A. Membership Test)

ALL the dollars in the world cannot buy victory. Victory is not purchasable—it is won. Dollars can²⁰ work for victory only in so far as they are converted into labor and materials. A dollar⁴⁰ hoarded is a

slacker; a dollar wasted is a traitor; a dollar saved is a patriot.

A hoarded dollar⁹⁰ represents idle power; a wasted dollar represents wasted power; a dollar saved represents power⁹⁰ saved, labor saved. Loaned to your Government it represents power, labor, and materials in action on¹⁰⁰ the firing line, over the top. And more—it represents reserve power, energy stored, purchasing power conserved¹⁰⁰ for you to use in the days ahead when the war is won and the flush of full-time jobs and high wages must¹⁰⁰ inevitably wear off.

Make up your mind to put at least one dollar out of every ten that you earn into¹⁰⁰ War Bonds from the very first pay envelope you receive. Large fortunes have been built on less saving than that. (179)

Transcription Practice

Dear Mr. Carlson:

Much as I would like to have this house make the contribution to the advertising for your³⁰ Twenty-fourth Anniversary Celebration, we are right up against a policy of our company that⁴⁰ is as old as the business itself.

This policy forbids our participation in consumer advertising.⁹⁰ Thus, you never see our name in any advertising addressed to the consumer. Nor do we make any⁹⁰ contribution to the advertising of any customer.

When you consider the size of our active list,¹⁰⁰ the reason for this policy is self-evident.

I don't know how thoroughly merchandised you are for your coming¹⁰⁰ Anniversary Celebration, but I am sure if you were to make a trip to Baltimore you would be¹⁰⁰ able to find many a buy on which you could put a retail bargain price and still make good money. After all,¹⁰⁰ making such merchandise available to you is probably the most important contribution we could¹⁰⁰ possibly make to your on-coming sale, in which you have our every good wish for the greatest possible success.¹⁰⁰

Yours truly, (202)

Dear Mr. Rogers:

How times have changed! Today it is more difficult to get help than it is to get new customers.³⁰ No longer can you telephone a tiny one-time Help Wanted ad to just one newspaper and expect a⁴⁰ crowd of applicants.

Hundreds of recent experiences have shown that finding the most capable workers today⁶⁰ is a two-paper advertising job. No one newspaper by itself can possibly get your advertising⁹⁰ message over to more than half the prospective applicants. Wouldn't it be a shame if tomorrow morning¹⁰⁰ the very person you want to hire should read the Help Wanted ads in The Daily Herald and fail to find your ad?¹⁰⁰ Let's not take that chance.

The importance of finding capable workers outweighs the cost of a thousand Help Wanted¹⁰⁰ ads. The Herald Want Ad rates are only three cents a word, which means that the cost is an insignificant item.¹⁰⁰

Very truly yours, (164)

DRILL ON PROPER NAMES

A—Abbott, Adams, Adler, Allen, Ainsworth, Allison, Anderson, Andrews, Appleton, Armour, Armstrong, Arnold, Atkinson, Austin, Ayres.

B—Bacon, Bailey, Baird, Baker, Baldwin, Ballard, Barlow, Barnett, Barnum, Barrett, Bartlett, Bauer, Baxter, Becker, Beecher, Beale, Bell, Bender, Bennett, Benson, Bentley, Bernstein, Billings, Bishop, Bissell, Blackstone, Blair, Blake, Blanchard, Bliss, Bosworth, Bowen, Bowman, Boyd, Boyle, Bradford, Bradley, Brady, Brennan, Brewster, Briggs, Brown, Bryant, Burke, Burns, Burroughs, Burton, Butler, Byron.

C—Cable, Caldwell, Calhoun, Callahan, Cameron, Campbell, Canfield, Carey, Cannon, Carlson, Carpenter, Carson, Carroll, Carter, Chalmers, Chandler, Chapman, Chase, Chester, Childs, Clark, Clayton, Cleary, Clifford, Cobb, Clinton, Coddington, Cohen, Cone, Colby, Coleman, Collier, Collins, Camstock, Condon, Conklin, Conley, Connell, Connelly, Connolly, Connor, Conrad, Converse, Conway, Cook, Cooley, Cooper, Craig, Crandall, Cromwell, Crowley, Culbertson, Cummings, Cummins, Curtis, Cutler.

D—Daly, Daniels, Davenport, Davidson, Davies, Davis, Dawson, Dayton, Dean, Decker, Dennison, Dillon, Dix, Donovan, Dougherty, Doyle, Driscoll, Duffy, Duncan, Dunne.

E—Eastman, Edwards, Egan, Elliott, Ellsworth, Enright, Evans, Everett.

F—Fairbanks, Farrell, Feldman, Ferguson, Field, Finley, Fisher, Fitzgerald, Fleming, Flynn, Foley, Ford, Foster, Fox, Francis, Franklin, Fraser, Freeman, French, Fuller.

G—Gallagher, Garfield, Gibson, Gleason, Gordon, Goldberg, Goodwin, Gould, Graham, Grant, Graves, Gray, Green, Griffiths, Gross.

H—Haggerty, Hall, Hamilton, Hancock, Hansen, Harding, Harper, Harrington, Harris, Harrison, Hartman, Harvey, Hastings, Hayes, Healy, Henderson, Herman, Higgins, Hill, Hodges, Hoffman, Holmes, Holland, Holt, Hopkins, Horton, Hudson, Hughes, Hunter, Hutchinson.

I—Irving, Irwin.

J—Jackson, Jacobs, James, Jefferson, Jennings, Johnston, Johnson, Jones.

K—Kelly, Kerr, Kennedy, Kimball, King, Klein, Knight, Knox.

L—Lacey, Lambert, Larsen, Larson, Laughlin, Lawrence, Lederer, Lee, Leonard, Lehman, Levy, Lewis, Lincoln, Lindstrom, Livingston, Livingstone, Lloyd, Logan, Long, Lowell, Lynch, Lyons.

M—Mack, MacCormac, MacDonald, MacMillan, Madison, Maguire, Mahoney, Mansfield, Martin, Mason, Maxwell, McCabe, McCann, McCarthy, McCauley, McIntosh, McGregor, McKee, McKenzie, McLean, McLeod, Meyer, Miller, Mitchell, Moore, Morgan, Morris, Morrison, Morse, Mueller-Muller, Munro, Murdock, Murphy, Murray, Myers.

N—Nash, Nolan, Norwood.

O—O'Brien, O'Connor, O'Donnell, Ogden, Oliver, Olson, O'Neill, Oswald, Owen.

P—Packard, Parker, Paterson, Pearson, Peters, Peterson, Peterson, Phelps, Phillips, Pierce, Porter, Potter, Powell, Powers, Pratt, Price.

Q—Quincy, Quinn.

R—Randall, Randolph, Reading, Reid, Reinhardt, Reynolds, Rhodes, Richman, Richmond, Riley, Robbins, Roberts, Robertson, Robinson, Rogers, Ross, Rudolph, Russell, Ryan, Ryerson.

S—Samuels, Sanders, Sanford, Saunders, Sawyer, Schmidt, Schneider, Schroeder, Schultz, Schwartz, Scott, Sexton, Sharp, Shaw, Shea, Sheldon, Sheridan, Sherman, Sherwood, Shoemaker, Siegel, Simmons, Simon, Simpson, Sinclair, Skinner, Sloan, Smith, Snyder, Solomon, Spencer, Sprague, Stacey, Stafford, Stanford, Stanley, Stevens, Stewart, Stone, Straus, Stuart, Sullivan, Swift.

T—Taft, Taylor, Temple, Terry, Thomas, Thompson, Thornton, Turner.

U—Underwood, Ulrich, Underhill, Upton.

V—Vail, Valentine, Vance, Vanderlip, Van Dyke, Van Horn, Vaughan.

W—Waddington, Walker, Wallace, Walsh, Ward, Watson, White, Williams, Wilson, Winslow, Winter, Wolf, Wood, Woodruff, Wright.

X-Y-Z—Yates, Young, Zimmerman, (585).

DRILL ON COMMON CHRISTIAN NAMES

MEN

Abraham, Adam, Adolph, Alan, Albert, Alex, Alfred, Andrew, Anthony, Archibald, Arnold, Arthur, August, Benjamin, Bernard, Charles, Clarence, Conrad, Daniel, David, Donald, Duncan, Edgar, Edmund, Edward, Edwin, Elmer, Ernest, Eugene, Ezra, Felix, Ferdinand, Francis, Frank, Frederick, Geoffrey, George, Gerard, Gilbert, Giles, Godfrey, Guy, Harold, Henry, Herbert, Herman, Hiram, Hugh, Hugo, Hubert, Ira, Isaac, Jacob, James, Jasper, Jeremiah, Jerome, Jesse, Joel, John, Jonathan, Joseph, Joshua, Josiah, Julian, Lawrence, Leonard, Louis, Luther, Mark, Martin, Matthew, Maurice, Michael, Moses, Nathan, Nathaniel, Nicholas, Norman, Oliver, Oscar, Oswald, Owen, Patrick, Paul, Peter, Philip, Ralph, Raymond, Rubin, Richard, Rudolph, Robert, Roger, Rufus, Rupert, Samuel, Steven, Simon, Solomon, Sylvester, Theodore, Thomas, Victor, William, Zachariah.

WOMEN

Adeline, Agnes, Alice, Alicia, Almira, Amanda, Amelia, Annabelle, Antoinette, Arabella, Augusta, Barbara, Beatrice, Belle, Bertha, Bridget, Caroline, Catherine, Cecelia, Celia, Charlotte, Christina, Clara, Constance, Cora, Cordelia, Cornelia, Cynthia, Delia, Dorothy, Edith, Edna, Eleanor, Elizabeth, Eliza, Emily, Emma, Esther, Ethel, Eunice, Evangeline, Flora, Florence, Frances, Georgiana, Gertrude, Grace, Hannah, Harriet, Helen, Henrietta, Hortense, Ida, Inez, Irene, Isabel, Janet, Jessica, Josephine, Judith, Julia, Juliet, Laura, Lenora, Lillian, Lois, Louise, Lucy, Lydia, Lillian, Mabel, Margaret, Maria, Marian, Marie, Mary, Martha, Matilda, Myra, Mildred, Nancy, Nora, Olive, Ophelia, Pauline, Pearl, Phoebe, Priscilla, Prudence, Rachel, Rebecca, Rosalie, Ruth, Sarah, Sophia, Stella, Susan, Sylvia, Theodora, Theresa, Victoria, Violet, Virginia, Wilma.

ALPHA IOTA, international honorary business sorority, has broken a thirteen-year-old tradition by canceling plans for its annual convention in order to comply with the request of the Office of Defense Transportation to "hold the line against conventions." Members and chapters have been requested to contribute the money usually spent for the annual convention to the 1944 War Service Fund, which will be used to buy equipment for the Red Cross.

At the 1943 convention in Milwaukee, Alpha Iota presented the Red Cross with a mobile canteen with equipment, valued at \$2,720.

The bookkeeping problems have aroused very keen competition among the students," writes Mother M. Sylvia from "The Pines," Chatham, Ontario, "and have increased interest in the reg-

ular bookkeeping periods. It is also very gratifying to find that our students satisfactorily meet the standards of your organization."

Nina Holt Bradshaw, in sending papers for the entire fifty-nine members of the club at Draughton Business College, Winston-Salem, North Carolina, commented, "Some of the boys who had to leave for the armed forces finished their copies before they left. Several girls who were accepting positions completed their papers before they began work." This club voted to contribute to the Red Cross whatever prize money they might win.

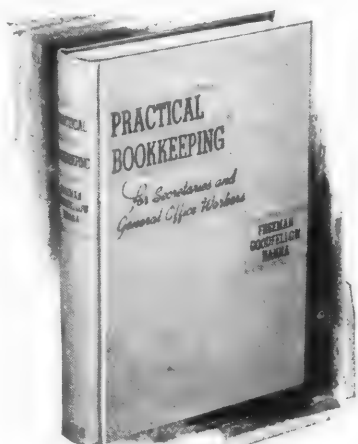
"The award of \$1 won by one of my pupils last year proved to be a great means of motivation for the whole class," writes M. St. Hilda, R.J.M., of Jesus-Mary Academy, Fall River, Massachusetts. "The pupil has taken a real liking to bookkeeping ever since then, and now she even wishes to continue the study of this fascinating subject after her graduation. Good luck with all your corrections."

Albert R. Feldhoff writes for the bookkeeping class in the Charleston (Missouri) High School: "We have derived many benefits from the solution of the projects, as they have made the work of record keeping and interpretation more realistic, due to the fact that the projects are based on actual business transactions."

THE EIGHTH annual regional conference on business and distributive education, sponsored by the Division of Commerce, Oklahoma A. and M. College, Stillwater, will be held June 16-17 in co-operation with the Oklahoma Commerce Teachers' Association and the Oklahoma State Department of Vocational Education. The theme of the conference will be "The Impact of the War on Business and Distributive Education." Dr. McKee Fisk, now with the Veterans Rehabilitation Service, in Washington, D. C., will be the main speaker.

NORTHERN MONTANA COLLEGE, at Havre, is expanding its training facilities for medical secretaries in an effort to meet the demand for specially trained persons in this field. A number of scholarships are available to high school graduates. Inquiries should be addressed to the President, Dr. G. H. Vande Bogart. Catalogue, bulletins, and application blanks will be sent on request. Applicants need not be residents of Montana.

Members of the medical secretarial training staff are Mrs. Gunda Holm Reque, acting dean of the college, Miss Mildred Sears, Mrs. Millicent Thompson, Dr. John Moore, and Dr. Otto Nitz.



The Shape of Things To Come —

PRACTICAL BOOKKEEPING FOR SECRETARIES AND GENERAL OFFICE WORKERS

By

Freeman, Goodfellow, and Hanna

The study of this vocational text is like working on a real job. It is built around the daily recording activity of secretaries and general office workers. From the study of this one book, the countless number of secretaries and general office workers can get all the bookkeeping skill that the large majority of them will ever need. It is bookkeeping for the millions.

The approach is non-technical—just a common-sense approach to a common-sense subject. For example, you will find plenty of recording activity in each chapter—just as in the office, and, of course, the same kind of activity. The study material and the exercises deal with the day-in and day-out duties of general office workers.

As the class progresses through the book, essential procedures are reviewed repeatedly, and arithmetic, handwriting, spelling, typewriting, office procedures and business ethics are integrated with bookkeeping skills. What office worker couldn't use such training? Truly this is bookkeeping for the millions.

At the end of each of the twenty chapters in the book there is a pattern of activity that enables the student to run the gamut of record-keeping experience. The pattern runs—Things to Remember—Typing Tips—What Would You Do?—Your Bookkeeping Business—Working with Words—Working with Pen—Working with Numbers—Building Bookkeeping Skills—Working in the Office. This comprehensive pattern results in a thorough work program.

The illustrations are a distinctive feature of the text. There is a profusion of them, large action pictures that inspire study and facilitate learning.

This is an ideal text for a one-year bookkeeping course. Accompanied by a Teacher's Handbook. Two correlated workbooks are available.

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Productive Endeavors

IS application of skill being too long deferred in business classes? The growth of co-operative part-time classes for business students is evidence of increased attention being paid by educators to the need for application *while still in school* of skills learned in school. Yet this application is still not by any means universal nor does it usually start before the completion of the first semester of the twelfth year. Could it beneficially start sooner? We think it could.

The application of a business skill can range from the simplest form to the full-grown, on-the-job assignment. A business skill—for example, typing—is a composite skill made up of many simple skills. A student is able to type simple business letters and school themes before he can type a statistical report or a financial statement. Strong evidence that business teachers may be deferring application too long is seen in the utilization mainly of full-grown, on-the-job assignments requiring the mastery of *all the simple skills* that make up the complete skill. A much earlier application through the use of very simple, though no less practical, assignments might be made to considerable advantage.

As a suggestion for experimentation, why not prepare a series of carefully graded applications suitable for use once every week or two throughout the entire skill-building course? Properly controlled and supervised, these "job" assignments, which might be termed "junior grade" (if you want to give a military flavor to the term), can become a most effective teaching device.

Another angle to this suggestion is worth investigating. We refer to the studies of the cost of attending high school, extending from the pioneer study by George

The BUSINESS EDUCATION WORLD

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Counts to the New York Regents Inquiry, including the findings of Bell and Jacobson in their study of NYA data.

These studies indicate that, of the relatively large percentages of students attending from well-to-do families, eight out of ten graduate from high school, while of the relatively small percentages from the underprivileged families, only one out of ten graduates. Expenses increase as students progress through school; hence, when most of them are taking their business courses, their expenses are near the top.

During the life of NYA the average annual school expenditures reported for boys was \$73.74, and for girls, \$87.66. This expenditure is a small matter for well-to-do families, but it is an exceedingly serious one for families with a modest income and with more than one child in school.

The majority of the high school students majoring in business subjects do not come from the well-to-do group. If these students could earn while they learn without harming their health or their education, their earnings, even though small, would be the means of keeping more of them in high school until graduation. If, at the same time, their earnings came from the earlier and more frequent application of the skills they were learning, the benefits would be doubly valuable because one of two things would happen—either the learning time would be shortened or the skills would be higher.

We think that much good would come from a wide discussion of this suggestion, but we are not interested in hearing from those who will tell us it can't be done or it shouldn't be done. We urge all other business educators to take up where we

are leaving off and see what should be done to make business students' endeavors more productive *while in school*.

Our Educational Business With Uncle Sam

MANY states are confronted with the immediate problems of adjusting their educational organizations so as to enable them to operate federally financed programs without encouraging or permitting Federal control. Three Federal-state programs in prospect are:

1. Distribution of educational equipment released by Federal agencies.
2. The construction of school buildings.
3. Education and training of ex-service personnel.

Involved in each of these three programs will be all types of schools within each state. It is impracticable for Congress to enter into negotiations with each type of school in a state.

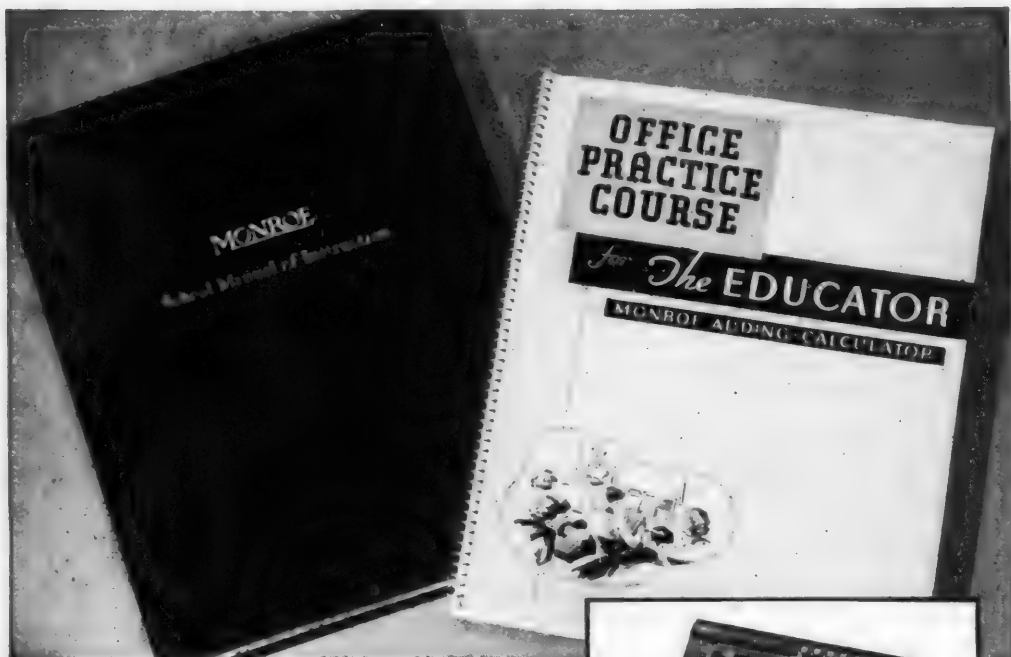
The Federal Government already has developed three types of approaches in co-operating with state education.

These three types have resulted in a great deal of confusion and added considerably to the cost of administration.

A conference has already been held in Washington to lay the ground work for the appointment in each state of a central unit to which can be assigned the responsibility of dealing with the Federal Government on all aspects of education.

State and city supervisors of business education will want to watch with an eagle eye state action along this line, and particularly the personnel being considered for appointment to all state education governing bodies, to insure the wise handling of all vocational-education problems.

Wartime Conditions call for COMPLETELY TRAINED OPERATORS

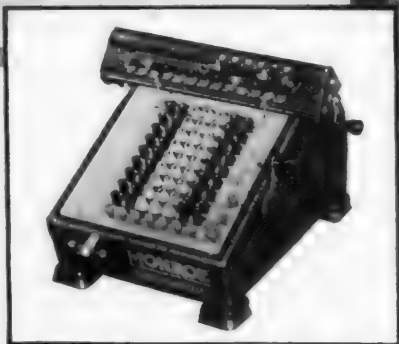


OFFICE PRACTICE COURSE—a 30 lesson course adapted to the Monroe Educator—50¢ including Teacher's Manual.

SCHOOL MANUAL OF INSTRUCTION—In 2 parts; elementary and advanced courses for students and operators—\$1.75 including answers.

It was different before the war; a business house could give time to finish the training of men and women who had received a general business training in school—today the need is for those who can step in and produce at once with a specific skill.

This means that the schools are being called on to go further than ever in teaching machine operation and business arithmetic—and Monroe is ready to help you. The Monroe School Manual

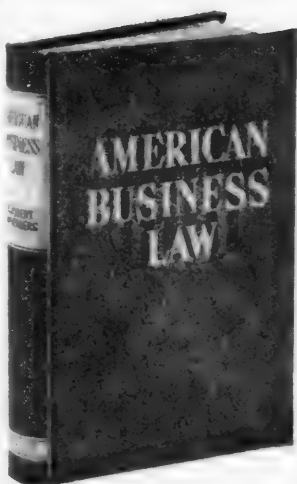


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THE LAW OF DAILY LIVING

The law under which we work, spend, transact business, own property, borrow, make contracts—

AMERICAN BUSINESS LAW

By R. Robert Rosenberg

INDUCTIVE CASE-METHOD APPROACH

MEETS A NATIONAL EDUCATIONAL OBJECTIVE

All of the social values of business law that a clear-thinking author can visualize are soundly developed in this text. More than a hundred socialized drawings support this objective; the content develops social values throughout.

BRILLIANT AUTHORSHIP

In this book the brilliant talent of an author of proved ability is focussed on business law, a subject that he has taught with much success. You will find in this book the same outstanding qualities that characterize his series of business arithmetic texts.

PLAN AND ARRANGEMENT

This feature will attract the attention and quick approval of business law teachers. The study unit centers in the "section" . . . one for each topic of law presented, several in each chapter, 189 in all. Timed drills (tests) follow each chapter.

ILLUSTRATIONS

The illustrations are purposeful and plentiful. They include a series of functional drawings (pen and ink sketches) that are unique and highly interesting.

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This is equal in quality to the other Rosenberg aids for teachers—realistic assistance in teaching.

Write our nearest office for further information.

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2 NEW PRACTICE SETS!



THE PATHFINDER PRACTICE SET IN PAYROLL RECORD KEEPING

20 Student Hours

\$1.07 (Less School Discount)

NEVER BEFORE has a thorough knowledge of payroll accounting been as important as it is today. Social security laws, wage-and-hour laws, pay-as-you-go legislation, and other federal and state laws and regulations have combined to place a premium on the services of trained clerical workers—especially those who understand payroll routines.

This set consists of text material, practice instructions, and a complete set of standard payroll leaves, employee earnings records, and prescribed governmental reports. Latest data are given on social security laws, wage-and-hour regulations, and workmen's compensation insurance. A supplement covering the pay-as-you-go withholding tax is included.

The practice assignments provide ample experience in figuring regular and overtime hours, gross earnings, deductions for old-age benefits, unemployment insurance, and war bond purchases. Posting to the earnings records and preparation of federal and state returns are included. The set also makes an ideal *calculator problem*.



THE PATHFINDER CLERICAL PRACTICE SET

50 Student Hours

\$2.00 (Less School Discount)

This set is a short course that will train young men and women, in a *limited period of time*, to be competent clerical workers or assistant bookkeepers. It is not a complete double-entry bookkeeping course; on the contrary, it is simply a short practice set course that will enable your students to fill clerical jobs in a manner that will reflect great credit upon your institution.

It will familiarize your students with the vitally important papers of business: invoices, credit memorandums, purchase requisitions, purchase orders, checks, deposit tickets, cash register reports, customers' and vendors' statements. It will train them to make entries on the records of sales, invoices, cash received, and checks drawn and to foot and prove these records. It will also teach them to post to the accounts receivable and accounts payable ledgers. All the work is done on *genuine standard forms*.

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Use it up...



That's the thing to do in wartime. Eat every bite of food, save every scrap of soap, make a patriotic habit of stretching all the supplies in the house so they go further.

Wear it out...



This year old coats, old shoes, are a badge of honor. They show you're sensible enough to know that one way to keep prices down is to wear your old things out!

Make it do...



Before you spend a penny in wartime, ask yourself, "Do I really need this? Or do I have something now that will do?" As you patch and darn, you keep prices down.

or do without!



When you put your money in War Bonds, in savings, in taxes, in insurance—you're helping to fight the war and build a sound, stable nation for the peace to come.

It's **your money** you're saving when you help keep prices down. For it's buying too much when there's too little to buy that sends prices up. And when prices go up—and keep going up—your savings, your future, are in danger.

How can you help keep prices down?

By never spending a thin dime you could turn into a War Stamp. By thinking twice—and thinking "No"—at every urge to open your purse.

By wearing old things out, making makeshifts do. Remember, it's the things you *don't* buy that keep prices down!

See that prices go no higher...

Be a Saver—not a Buyer!

A United States war message prepared by the War Advertising Council; approved by the Office of War Information; and contributed by this magazine in cooperation with the Magazine Publishers of America.



From war industries, government offices and the armed services come reports:

"WE JUST COULDN'T DO THE JOB WITHOUT BUSINESS MACHINES"



. . . and business machines require trained operators

Schools are taking these steps to meet the demand for trained operators

Making better use of machines during regular classroom hours; providing additional practice periods and short courses for special and postgraduate students.

Expanding the curriculum to include evenings and Saturdays, so that a greater number of students can be trained in machine work.

Using the most modern practice texts and teaching materials; improving training procedures so students may attain a maximum of skill in the shortest time.

Teaching the up-to-date office machine short-cuts and operating techniques used today in war industries and government offices.

Making a wider range of skills available by increasing the number of elective courses which provide machine training.

Because of wartime's tremendous volume of figuring and accounting work, business machines are now more than ever recognized as "indispensable" equipment—and the demand for trained operators has correspondingly increased.

In response to this unprecedented demand, both public and private schools are placing more emphasis on machine training in the classroom. Students are provided better opportunities for developing various degrees of operating skill, or for acquainting themselves generally with business machines.

The Burroughs Educational Division offers you, as a free wartime service, tested suggestions for enlarging operator training programs, and up-to-the-minute information on newest operating techniques, practice programs, texts and materials.

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